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THE STATE LIBRARY CONSULTANT AT WORK. RESEARCH SERIES NO. 6.
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IN THIS STUDY, STATE LIBRARY CONSULTANTS ARE DESCRIBED IN TERMS OF PERSONAL CHARACTERISTICS, EDUCATIONAL PREPARATION, AND CAREER ATTITUDES. SPECIFIC OBJECTIVES OF THIS EXPLORATORY SURVEY WERE (1) TO PROVIDE INFORMATION FOR GUIDELINES ON RECRUITING AND TRAINING FUTURE CONSULTANTS, (2) TO REFINE TECHNIQUES FOR STUDYING THE AREA, AND (3) TO DISCOVER AREAS FOR FURTHER RESEARCH. DATA WAS COLLECTED BY QUESTIONNAIRES SENT TO INDIVIDUAL CONSULTANTS AND STATE LIBRARIANS. MAJOR FINDINGS WERE--UNIFORMLY LATE DECISIONS TO COME TO CONSULTING WORK, LACK OF SPECIAL EDUCATIONAL PREPARATION, AND PERFORMANCE OF MORE ADMINISTRATIVE THAN CONSULTATIVE WORK WITH PUBLIC LIBRARIES. THIS POINTS TO NEED FOR GREATER PROFESSIONAL AWARENESS OF THE IMPORTANCE OF CONSULTING GENERALLY. SUGGESTIONS TO STATE AGENCIES FOR MEETING THEIR RECRUITING AND TRAINING PROBLEMS INVOLVE HIGHER SALARIES, DEFINITION OF JOB RESPONSIBILITIES, IMPROVED SPECIALIZED TRAINING, AND PROFESSIONAL PUBLICITY ABOUT THESE CHANGES. THE MAJOR IMPLICATION FOR LIBRARY SCHOOLS IS TO DEVELOP POST-MASTER'S PROGRAMS THAT INCLUDE THE STUDENT'S SPECIALTY, CONSULTING TECHNIQUES, AND ADMINISTRATIVE AND PERSONNEL THEORY. FURTHER STUDIES SHOULD EXAMINE CONSULTING IN OTHER LIBRARY FIELDS, REASONS FOR LEAVING CONSULTING WORK, AND CONSULTANT'S PERFORMANCES AND ACTIVITIES. APPENDIXES INCLUDE THE QUESTIONNAIRES, JOB SATISFACTIONS AND DISSATISFACTIONS, HELPFUL COURSES OF STUDY, AND A BIBLIOGRAPHY OF 41 ITEMS. (JB)

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# STATE LIBRARY
# CONSULTANT
# AT WORK

**MARIE ANN LONG**
Research Associate
Library Research Center
University of Illinois

LI000115

**ILLINOIS STATE LIBRARY**

**PAUL POWELL**
Secretary of State and State Librarian

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

Research Series No. 6

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# THE STATE LIBRARY CONSULTANT AT WORK

MARIE ANN LONG

Research Associate, Library Research Center
University of Illinois

The study reported here was done at the Library Research Center, University of Illinois, through grants from the Illinois State Library, Indiana State Library, and Missouri State Library.

Paul Powell
Secretary of State
and State Librarian

Illinois State Library
Springfield, Illinois
October, 1965

## PREFACE

In implementing the state plans for library development which were mandated by the Library Services Act of 1956 and its successor, the Library Services and Construction Act, the role of consultants working out of the state library agencies has been crucial. The skills, knowledge, and ability required of a consultant in carrying out his important assignments differ in many ways from those required in other library specialties yet little information has ever been gathered systematically about the work consultants do (or should do), or about the educational background, experience, and personal characteristics that are part of the makeup of successful consultants. The rapid increase since 1956 in the number of consultants and the significant changes in the quantity and complexity of their work have proceeded without benefit of objective data either about present consultants or what consultants should be.

It was problems of this kind which in 1963 impelled Paxton Price, then State Librarian of Missouri, to suggest to some of his colleagues in neighboring state libraries that they cooperatively undertake or support a project to study the kinds of ability, knowledge, and skill "a public library consultant should have to be in the best possible position for effectiveness." This germ of an idea was passed on to the University of Illinois Library Research Center for consideration.

Efforts to draw up a proposal dealing with the effectiveness of consultants led to an examination of the literature of the subject and a realization that nothing from library literature and virtually nothing from the literature of related fields was available as background for such a study. The decision then was that the first step should be a gathering of information about the educational and work history, job assignments, and training needs of the present corps of library consultants. Such a survey would not only provide a firm basis for further research but would be immediately useful to state library administrators and to the library schools in determining what steps each could take to assist in recruiting, training, and retaining competent people in this important sector of the profession.

It was in this spirit and with these intentions that the Library Research Center drew up a survey proposal for the consideration of the state librarians of Illinois, Michigan, Minnesota, Wisconsin, Indiana, and Iowa. Three of these state

agencies subsequently agreed to finance this study cooperatively through grants totalling $5,766. We acknowledge with thanks the support of Mr. de Lafayette Reid and Mr. Miller Boord of the Illinois State Library, Mr. Robert McClarren of the Indiana State Library and Mr. Charles O'Halloran of the Missouri State Library for making this study possible. We are grateful also to the 50 state library administrators who cooperated by supplying information and to the nearly 200 consultants who responded in remarkably good spirit to yet another demand on their already limited time.

Guy Garrison, Director
Library Research Center

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# INTRODUCTION

If your habit is to read publications completely and in the sequence indicated by the editors, this introduction alerts you to the significance of the report you are about to read.

If by some chance you are returning to read this introduction after you have read attentively and thoughtfully the report itself, you may stop here. You already are aware of the significance of library consultants of state library agencies, have a statistical picture of who the consultants are and what they do, know the weaknesses in this significant "subculture" of the profession, and understand the implications of the study's findings for state library agencies and library schools. You know that the contents of this report can have a profound effect on the profession.

The group of state library consultants is small, numbering something less than 300 for the entire country. Yet the majority of libraries and probably a majority of the population are greatly dependent upon the members of this group for initiating public library service, for nurturing it in the absence of professional skills in local libraries, and in some cases, for providing the actual professional administration in local libraries. Perhaps in no other area of library activity can it be said that so many owe so much to so few.

Despite the importance of consultants, the profession hitherto has not been attentive to the demands for study and research in this area. Now this belated pioneer study, competently conducted by the University of Illinois Library Research Center, will amply repay those who read and heed its implications. A sample of the findings and conclusions of this study suggests its contribution:

> Almost 20 percent of consultants had no professional library experience before becoming consultants.
>
> Thirty-one percent of the consultants received their library degree over 20 years ago, 65 percent over 10 years ago.
>
> One consultant position is vacant for every four which are filled.

> Consultants need opportunities (not now provided) for continuing education, with important areas of training to be political science, public relations, and administration and personnel management.
>
> In much of their work, state library consultants act as surrogates for administrators rather than as advisors and consultants.
>
> Neither consultants nor state librarians have recognized the need for specialization in consulting. Consulting needs recognition as a specialty within the profession for which particular personal attributes and the knowledge of special techniques and their use are necessary.

In addition to preparing a description of library consulting which demands change, this study suggests areas of further fruitful exploration. Hopefully some of these may be undertaken now that this start has been made: descriptions of other than public library consultants and of other than state library agency consultants, an historical study of consulting, an analysis of the reasons given by consultants for moving to other jobs in the profession, an evaluation of techniques and performance of consultants, and a detailed description from observation and interview of what consultants do.

State library agencies have not long recognized their responsibility for encouraging and conducting library research. State library agencies have also been derelict in their responsibility to develop knowledge about consultants, key members of most state agency staffs. The Illinois, Missouri, and Indiana State Libraries are proud of their partnership with the Library Research Center in contributing this significant study to the profession. May it encourage state agencies to do or sponsor other research. More important, may it direct the profession to review and revise the professional philosophy and practice of library consulting.

Robert R. McClarren, Director
Indiana State Library
September, 1965

## I. THE PLAN AND POPULATION FOR THE STUDY

> HELP WANTED: PUBLIC LIBRARY CONSULTANTS needed . . . new state aid formula with increased state aid, plus federal aid makes real public library system growth possible. . . . POSITION OPEN NOW, Supv. of School Libraries and Audiovisual Services in State Agency. Excellent opportunity for developing expanding program. . . . Like to travel? Be a CHILDREN'S and YOUNG ADULT'S Consultant! . . . need just 2 more up-and-coming librarians so that the pioneering new Statewide Library Development Program can get under way on schedule. . . . SUPERVISOR of public library services to children and young adults. A challenging opportunity to provide state-level and statewide guidance and leadership. . . FIELD ADVISORY LIBRARIAN. Duties include supervision of film service, preparation of monthly newsletter to public libraries, serving as a consultant to public libraries. . . .

These excerpts from classified ads in the various library journals attest to the need of the state library agencies for library consultants. Although the shortage of state library consultants is no more acute than that in some other areas of librarianship in terms of proportionate numbers needed, it is one of the most serious shortages in terms of position and influence. These consultants should provide guidance for the sound development of public libraries throughout their respective states, which would eventually result in improved library service for all throughout the nation.

Unfortunately, however, the question of how to fill vacant positions with consultants is only one of many which may be asked without obtaining any satisfactory answer, or for that matter any answer at all, from the literature. Although a small amount of research and discussion concerning management and educational consultants is available, there has been no research and little information published about library consultants and consulting. Consequently, certain basic information about state library consultants is needed in order to provide guidelines for recruiting and training more and better consultants and for research into means of increasing their effectiveness. Some of the questions which need answering are: What kind of people become state library consultants, and what factors influence them to do so? What do state library consultants do? What kind of preparation have they had for their jobs?

The present study attempts to provide answers to these questions and to explore some of the attitudes of consultants toward their jobs. As the questions above indicate, the study is concerned mainly with three aspects of consultants: their duties, training, and recruitment. Information gathered about all three aspects of present consultants will be reported, along with their opinions about various facets of their work and training and their recommendations of measures which might be taken to encourage librarians to become consultants, to train them for consulting, and to retain them in consultant positions. With respect to the recruitment and training of consultants, the opinions of the state librarians, along with additional facts they could provide, were also collected and will be reported.

## Data Collection

The data collected were obtained chiefly by means of an eight-page questionnaire mailed to the individual consultants and reprinted here in Appendix I. Estimates of the number of state library consultants which were obtained in the planning stages of the survey ranged from 100 to 200 full-time consultants, and the small size of the group made it seem both possible and advisable to include all of them in the survey. The mailing list for the questionnaires was made up late in 1964 of names submitted by the state librarians in response to a request for "a list (as of November 1) of all staff members who meet this qualification: employed full-time by a state library agency and devoting at least one-quarter of that time to consulting activities, i.e., activities in which he serves, directly or indirectly, as an advisor to local libraries or librarians." They were also asked to "include all consultants, whether headquarters or regional personnel." This last statement seemed to cause some confusion and led to the inclusion of some regional personnel who did not meet all of the other requirements for the population; in most cases, they were not directly employed by the state library agency. These discrepancies were resolved by recourse to published materials and telephone calls, and the final mailing list included 242 "consultants."

Another preliminary step to the survey was a brief questionnaire to the heads of the state library agencies. This form, also reprinted in Appendix I, sought information on the magnitude of the recruiting problem and on the extent of in-service training offered consultants, and gave the administrators an opportunity to express their opinions about the kind of preparation desirable for consultants. Replies were eventually received from every state but Utah. State agency heads were also asked to submit copies of their departmental staff manuals in order that general personnel policies applying to consultants might be summarized in this report along with other descriptive material about consulting jobs. Apparently, however, only a handful of the state library agencies actually have departmental staff manuals. Others depend entirely on their state's civil service manual or supplement that with certain written policy directives applying only to their department. One administrator volunteered the information that although no written policies could deviate from those in the state's civil service regulations, practice usually does. Under such circumstances, only interviews and observation could determine what policies are actually applied, and so official job descriptions, vacation and leave policies, and the like are not discussed here.

The questionnaires to the individual consultants were mailed January 22, 1965, and the first follow-up letter was mailed on March 1. Two more follow-ups were sent at approximately two-week intervals thereafter, and 202 of the questionnaires were returned before analysis of the data began early in April, a return of 83.5 percent. Twenty-one of these were not included in the final analysis for various reasons: several were returned by regional personnel who did not consider that they were "consultants"; others came from consultants who had retired or changed jobs between November 1, 1964, and early February, 1965; a few did not meet the standard of spending one-quarter time on consulting activities; and, a few of the forms were so sketchily completed as to be useless. Consequently, 181 useable replies are analyzed in the report although the actual number of responses to any one question varies considerably.

The third follow-up letter included a post-card questionnaire to be returned in lieu of the long form if the consultant had no intention of completing the latter. This short form included the questions from the consultants' questionnaire which asked for date and place of birth, sex, marital status, highest degree held, annual salary, and present attitude toward consulting. The additional response obtained in this way presents a more complete picture of library consultants and, since those returning the post cards were essentially non-respondents, made it possible to determine if differences between respondents and non-respondents existed. The number of post cards returned before the data was analyzed was relatively small--15. However, this did bring the total response to nearly 90 percent and made it possible to report data on the items mentioned above for a total of 196 consultants. Interestingly enough, despite the small number of post card replies, the range and distribution of answers to the questions for which data was collected corresponded in every case to that received from respondents to the long questionnaire and gave no reason to suspect that non-respondents differed significantly from respondents in this survey.

The respondents are also representative of the total population of state library consultants in certain other important respects. The proportions of men and women in the population and in the self-selected sample of respondents are approximately the same. Every state but Maine was represented among the returns, and the response from the various geographic regions of the country, although it varied from 75 to 100 percent, was uniformly high and in four of the nine regions was the same as the overall response rate, 83 percent.

## Methods of Analysis

The geographic regions of the country referred to above are those used by the U. S. Bureau of the Census in its regional breakdown of census data (Appendix II). The data collected on consultants in the survey were analyzed by these regions with the expectation that there would be some important regional differences. However, the number of consultants is so small that dividing 181 cases among nine regions resulted in such scattered responses on most questions that major regional differences did not appear. This scattering can readily be seen in Table 1. Consequently, regional distributions are reported here only when differences among the regions are of particular interest.

Similarly, two other kinds of divisions of the consultants were also used throughout the analysis but are not reported unless they are of particular interest or importance. The two divisions used were sex and type of position. Differences between male and female consultants were expected especially in age, earned degrees, career goals, and attitudes toward consulting, and, for the most part, the expected differences did appear. Just what differences might be evident among consultants in various kinds of positions, except in levels of salary and education, was not so clear, but the appearance of three distinct kinds of positions was in itself not altogether expected and seemed to warrant further investigation. The three types of positions which emerged were (1) those in which the consultant is stationed in the region for which he is responsible, (2) those in which the consultant is stationed at the state library agency, and (3) those in which the consultant is primarily an administrator in the state agency (state librarian, assistant state librarian, or head of the extension division of the state library) yet devotes one-quarter or more of his time to consulting activities. Hereafter, these types of positions and consultants will be referred to as regional, headquarters, and administrative, respectively. Characteristically the regional consultant is closely connected with a library or library system and has consulting responsibilities for a limited geographical area. The headquarters consultant may carry out most of his consulting activity within a limited geographical area but is more often responsible for certain activities throughout the state, he has more contact with other consultants than those in regional positions, and he is most often a full-time consultant.

The distribution of the responding consultants among the three divisions consistently used in the analysis, region of employment, sex, and type of position, is shown in Table 1.

TABLE 1

GEOGRAPHICAL DISTRIBUTION OF CONSULTANTS SURVEYED, BY TYPE OF POSITION AND SEX

| Region | Regional | | Headquarters | | Administrative | | Total |
|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | |
| 1. New England | 2 | 10 | 1 | 9 | 0 | 3 | 25 |
| 2. Middle Atlantic | 0 | 0 | 8 | 12 | 0 | 0 | 20 |
| 3. E. N. Central | 1 | 1 | 7 | 11 | 2 | 2 | 24 |
| 4. W. N. Central | 2 | 6 | 0 | 12 | 2 | 3 | 25 |
| 5. South Atlantic | 0 | 0 | 2 | 14 | 0 | 4 | 20 |
| 6. E. S. Central | 3 | 7 | 2 | 7 | 1 | 5 | 25 |
| 7. W. S. Central | 0 | 0 | 1 | 5 | 1 | 3 | 10 |
| 8. Mountain | 1 | 1 | 1 | 8 | 3 | 4 | 18 |
| 9. Pacific | 0 | 0 | 4 | 6 | 1 | 3 | 14 |
| Total | 9 | 25 | 26 | 84 | 10 | 27 | 181 |

As would be expected, most of the consultants surveyed are in the headquarters type of position, 110 of the 181 respondents;

34 are regional consultants, and 37 are administrative consultants. Most, too, are women, with 136 female consultants and 45 male consultants.

Most of the analysis consisted of frequency counting of the data collected, according to the various types of consultants as outlined above, with comparisons made of the percentage differences between groups. Certain other groups of consultants were similarly analyzed to see if expected differences occurred between them on selected aspects of their personal characteristics, jobs, training, and attitudes. The groups of consultants used for this analysis were divided by age, by degree of satisfaction with consulting, by number of years' professional library experience before becoming consultants, by career goal at the time of receiving the bachelor's degree, and by the time at which they first considered doing consulting. It was thought, for example, that those who had considered doing consulting while they were still in college or graduate school might have been chiefly influenced to become consultants by different factors than those who first considered consulting only later in their careers, that they might be more likely to have come from urban rather than rural areas since librarianship as a profession is generally more visible in urban areas, and that their recommendations of measures to take to encourage librarians to become consultants might follow different patterns. Such analyses did not prove to be particularly fruitful and are reported only on those occasions in which substantial differences between groups did exist.

## The Nature of the Population

For the purposes of these analyses, as well as for general background for the study, certain personal characteristics of the consultant population were among the data collected and are presented here in order to describe to some extent the subjects of the survey. It is in this description of the personal characteristics of consultants that it is possible to report much of the data on the basis of 196 useable replies since the 15 post card replies are analyzed in addition to the 181 long forms.

Just as 75 percent of the 181 consultants returning the long form and shown in Table 1 are women, 75 percent of the 196 consultants for whom data is available here are women. Not only is the number of women among state library consultants much greater than the number of men, but considerable differences exist between the marital status of the women and that of the men: the majority of the women are single, 61 percent of them, while the majority of the men are married, 65 percent. Of the other women, 27 percent are married, 8 percent widowed, and 4 percent separated or divorced. Of the men who are not married, 29 percent are single, and 6 percent widowed.

Consultants ranged in age from 24 to 63 years old, with the mean age of all consultants being 45 years. The mean age of the female consultants, however, was somewhat greater than this, 47 years, while the mean age of the male consultants was considerably less, 40 years. There was, in fact, a pronounced trend for male consultants to be younger than female consultants. While 26 percent of all male consultants were under 35 years of age, only 12 percent of the female consultants were; 62 percent of the male consultants were within the age group of 35 to 49 years, and 42 percent of the women were; only 11 percent of the men were 50 years of age and older, but nearly half of the women, 46 percent, fell in this age group. These differences clearly reflect the greater proportions of men who have been entering public library and state library work in the last 20 years.

Most of the consultants (63 percent) are now working in the same general region of the country in which they were born, and most of them in the same state as well. In six of the nine census regions, the predominance of homegrown consultants is even more pronounced than the above figure indicates, while in three it is considerably less (see Table 2). It is also true

TABLE 2

CONSULTANTS EMPLOYED IN REGION OF BIRTH
(N=191)

| Region | Percent of Consultants |
|---|---|
| 1. New England | 70 |
| 2. Middle Atlantic | 39 |
| 3. E. N. Central | 79 |
| 4. W. N. Central | 70 |
| 5. South Atlantic | 78 |
| 6. E. S. Central | 75 |
| 7. W. S. Central | 73 |
| 8. Mountain | 40 |
| 9. Pacific | 21 |

that while most regions draw on a geographically limited market to fill positions on their consultant staffs, the three regions with low proportions of "homegrown" consultants (Middle Atlantic, Mountain, and Pacific) draw on a much broader geographical area (see Table 3).

### TABLE 3

### NUMBER OF CONSULTANTS BY GEOGRAPHIC REGIONS OF BIRTH AND EMPLOYMENT

| | Region of Employment | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Region of Birth | 1. New England | 2. Middle Atlantic | 3. E. N. Central | 4. W. N. Central | 5. South Atlantic | 6. E. S. Central | 7. W. S. Central | 8. Mountain | 9. Pacific | Total |
| 1. New England | 19 | 3 | | 1 | | | | 2 | 1 | 26 |
| 2. Middle Atlantic | 4 | 7 | 1 | | | | | 1 | 3 | 16 |
| 3. E. N. Central | 3 | 3 | 19 | 3 | 1 | 1 | 1 | 3 | 2 | 36 |
| 4. W. N. Central | | 2 | 1 | 19 | 2 | 4 | | 3 | 2 | 33 |
| 5. South Atlantic | 1 | 1 | | 1 | 18 | 1 | | | | 22 |
| 6. E. S. Central | | 1 | | 2 | 2 | 21 | 1 | | | 27 |
| 7. W. S. Central | | 1 | 2 | 1 | | | 8 | | | 12 |
| 8. Mountain | | | | | | 1 | 1 | 7 | 3 | 12 |
| 9. Pacific | | | 1 | | | | 1 | 2 | 3 | 7 |
| Total | 27 | 18 | 24 | 27 | 23 | 28 | 12 | 18 | 14 | 191 |

It is then this group, briefly described in the preceding paragraphs, with which the present survey deals--181 librarians employed full-time by the state library agencies, devoting at least one-quarter of their time to consulting activities. They are predominantly women, usually over 35 years of age, serving the states' public libraries from the headquarters of the state library agency, and serving in a state in the same general region of the country where they were born. But, to say that they are predominantly so, is to imply no lack of variety in the types of consultants included in the survey, at least according to the criteria already examined, except, of course, that the study is limited to consultants employed by state library agencies. That this group is, however, not only relatively small, but in many ways quite homogeneous in spite of wide differences in the geographic locations in which they work and in the nature of library development in the individual states will become clearer as the description and discussion of their jobs, their training, and their recruitment to consulting proceeds.

# II. THE JOBS: DUTIES AND ATTITUDES OF THE CONSULTANTS

The description of the consultants' jobs may well begin with some basic information about their positions--their titles, the groups they advise, and the specialties and geographic areas for which they are responsible--and some discussion of the material compensation they receive for what they do. Although the satisfaction they derive from their work is no small part of their compensation, it will be discussed later in this chapter along with the opinions and attitudes the consultants hold regarding their jobs.

## Official Titles

The diversity among the official titles the consultants listed for their positions is interesting to note. Although the largest group, 38 percent, are known as library or field consultants, the balance do not have the word consultant in their title. They are "librarians"--extension, field, area, or regional; "supervisors"--of libraries, services, library development; "library advisors"; "library specialists"; or have the special titles of the administrative posts they hold. The titles used, however, much as they seem to imply varying emphases on regulatory and advisory functions, do not seem to describe the actual work of their holders.

## Groups Advised

The consultants surveyed are predominantly concerned with public libraries and their problems, but some of them also advise various other kinds of libraries: hospital and institution libraries, local school libraries, special libraries, and college libraries. Often mentioned, too, were citizen's groups desiring library service, friends groups, and city and county officials. Table 4 shows the number and percent of the responding consultants who advise the various kinds of libraries. As shown, nearly all of the consultants deal with public libraries part of the time. And when asked to indicate "the group to which you devote most of your time," 81 percent of the consultants replied that they deal with public libraries most of the time. Public library trustees take up most of the time of another 4 percent of the consultants, and another 5 percent most often advise public officials and citizen's groups. Other types of libraries, notably the libraries in state hospitals and prisons and local school libraries, occupy most of the consulting time of the other 10 percent of the state library consultants.

TABLE 4

CONSULTANTS ADVISING VARIOUS LIBRARY GROUPS
(N=178)

| Type of Library or Related Group | Percent of Consultants Advising* |
|---|---|
| Public libraries and library systems | 97 |
| Public library trustees | 85 |
| Hospital and institution libraries | 23 |
| School libraries | 20 |
| Special libraries | 6 |
| College libraries | 5 |
| Public officials | 10 |
| Citizens' groups | 10 |
| Other state departments | 5 |

*Because some consultants advise two or more of the various groups listed, percents total more than 100.

## Specialization

Although many of the consultants are generalists, called upon to help with all kinds of problems in the libraries they serve, more than half (94) reported that they do specialize in the problems of some particular area of librarianship, albeit often on a very unofficial basis. Consultants mentioned specializing in some 21 different areas, from formation of friends organizations to use of federal funds. Much of this specialization, however, is exceedingly informal, with a consultant dealing with all or most of the problems in a particular area which come to the agency as a matter of personal preference or administrative convenience. Such specialization does not exclude the consultant from dealing with the multitude of other problems which come to the agency. It is also true that while most of the consultants work in the more common specialties, as shown in Table 5, some of the areas mentioned are characteristically broad and might be compared to the rest of the consultants saying that they specialize in "public libraries." Neither do the state library consultants, for the most part, specialize in the library problems of a limited geographical area. They are responsible for their general or special consulting activities in geographic areas which usually encompass the entire state in which they are employed but vary from 100 square miles to 586,000 square miles. The mean area covered by a single consultant is about 46,500 square miles, the median about 39,900.

TABLE 5

SPECIALTIES MENTIONED BY MORE THAN TWO CONSULTANTS

| Area of Specialization | Number of Consultants |
|---|---|
| Children's and Young Adult work | 13 |
| Adult services | 12 |
| Establishment of new libraries and library services, including systems organization | 9 |
| Technical services | 9 |
| Reference | 7 |
| Administration | 7 |
| Buildings | 6 |
| Institution libraries | 5 |
| Audio-visual services | 4 |
| Public relations | 4 |
| School libraries | 3 |

A considerably higher proportion of the men specialize than do the women, 64 percent compared to 49 percent. Since the men have already been shown to be markedly younger than the women, this may indicate a trend toward specialization. Specialization did not, however, seem to be a real concern of many of the consultants or state librarians queried in the present study. Although no specific questions were asked which would make it possible to assess the need for specialists, it was expected that the ideas of the respondents about the ideal preparation for consulting as well as discussion of the work itself would reflect such a need. This was, however, far from true. Comments like the following which suggests that something more than general preparation is needed were few indeed:

> As local systems become stronger, specialized preparation in addition to experience and personal qualifications becomes more important, and will increasingly in future. Specialists such as management specialists with librarian education; children's specialists not to work with children directly but with local children's librarians and related groups; same for audio-visual, as three examples.

Since few consultants or state librarians feel that specialization is an important part of the training of consultants, it is not surprising that one state librarian wrote:

> At present we are looking for two consultants in specialized areas of library work--institutional libraries and public library construction. It is our observation that very few professional librarians possess the qualifications required for this work.

## Salary

Neither is it surprising that one state librarian, in commenting on the difficulties of recruiting, should write, "Many times the specialist who should be a consultant is being paid more [in some other kind of library job] than our salary schedule will allow." In the positions briefly described above, the annual salary for most consultants is between $6,000 and $10,000, with 47 percent making $6,000-8,000 and 31 percent making $8,000-10,000. Only one consultant makes less than $4,000, 9 percent make $4,000-6,000, and 12 percent over $10,000. The bulk of those making $10,000 or over are administrators who do some consulting. At the lower end of the salary scale, on the other hand, regional consultants predominate although a number of headquarters consultants are included in this group, and as a general rule, most of the regional consultants are in the $6,000-8,000 category. Because of wide variations between regions in the proportions of consultants in each kind of position, the regions were compared only on the basis of those consultants stationed at headquarters, but even among these there are wide variations (see Table 6). On an absolute scale,

TABLE 6

SALARIES OF HEADQUARTERS CONSULTANTS
(N = 108)

| Region | Percent Headquarters Consultants in Each Salary Range | | | |
|---|---|---|---|---|
| | $4,000-5,999 | $6,000-7,999 | $8,000-9,999 | $10,000 and over |
| 1. New England | -- | 40 | 50 | 10 |
| 2. Middle Atlantic | 10 | 40 | 45 | 5 |
| 3. E. N. Central | 11 | 50 | 28 | 11 |
| 4. W. N. Central | 36 | 28 | 36 | -- |
| 5. South Atlantic | 13 | 56 | 31 | -- |
| 6. E. S. Central | 22 | 67 | 11 | -- |
| 7. W. S. Central | -- | 67 | 33 | -- |
| 8. Mountain | 38 | 38 | 24 | -- |
| 9. Pacific | -- | 20 | 40 | 40 |
| All headquarters consultants | 14 | 45 | 34 | 7 |

salaries in the Pacific Region are markedly higher than those in other regions. Salaries in Regions 6 and 8, the East South Central and Mountain Regions, are considerably lower than most others, with Region 4, West North Central, not much higher.

Relatively slight differences exist between the salaries of male headquarters consultants and those of female headquarters consultants although a larger percentage of men than women make over $10,000 and a smaller percentage make less than $6,000. Of the male consultants in the headquarters group, 4 percent make less than $6,000, compared to 12 percent of the women. At the other end of the scale, 15 percent of the men make more than $10,000 annually, compared to 9 percent of the women.

## Consulting Assignments

The general level of compensation, with 57 percent of the state library consultants making less than $8,000 and 88 percent making less than $10,000, seems incredibly low for personnel who serve, in a sense, as administrative assistants to every public librarian in a state. And the bulk of the typical consulting assignments described by consultants indicate that this is a fair description of much of what they do: they provide public librarians in their state with the information they need as a basis for their decisions, advise them about what decisions to make, and, in many cases, they go on to execute whatever course the administrator decides to follow.

Just what the consultants are doing was indicated by their replies to the request that they "describe and discuss briefly three of the specific consulting assignments which you undertook during the past year which were fairly typical of your work and at the same time indicate the range in level and type of problem with which you are called on to help." Nearly all the consultants took the time to deal with this difficult question, if only in the briefest terms, and those who did not were usually those who had been on the job too short a time to be able to identify "typical" assignments. The assignments discussed by the consultants fell into eight categories:

Developing Collections
Giving Legal and Financial Advice
Administration
Starting Systems
Giving Advice on Building and Remodeling
Public Relations, Including Publicity
Planning and Conducting Conferences and Training Programs
Conducting Surveys

Developing Collections and Giving Legal and Financial Advice were represented by nearly equal numbers of replies and together included about 40 percent of the typical assignments described. Only slight differences existed in the number of assignments in each of the next four categories, Administration, Starting Systems, Giving Advice on Building and Remodeling, and Public Relations, and together they represented about 50 percent of all assignments mentioned. Planning and Conducting Conferences and Training Programs and Conducting Surveys made up the other 10 percent, with markedly fewer replies in the latter category.

Within the area of developing collections, the most frequently cited problem dealt with was weeding. Not only was this activity most often described by the responding consultants as typical of their work, but they often added notes to the effect that this was the problem with which help is most often requested. Such requests come from public, school, and institution libraries, as the descriptions of assignments reproduced below to some extent indicate:

> Help in weeding the young adult fiction of a long established endowed library which had not been weeded in 30 years--books being bought by trustees until new librarian took over in July. Suggestions encompassing all sections of Young Adult Room for adequate interesting book collection through specially prepared list for this particular library, and some direct work with librarian.
>
> . . .
>
> Assist in weeding library of a boys reform school and preparing an order of some 5,000 titles to be added to the library.
>
> . . .
>
> Weed a village library so crowded they had not been spending their book money; persuade board to permit discards to be destroyed; persuade someone to do so; inform board and village council of their duties to public and each other; inform public as to difference in this "book burning" and Hitler's. . . .
>
> . . .
>
> Worked with a librarian and a trustee weeding the children's collection--using the tools and following the entire procedures.

Often the weeding is a prelude to helping with other collection developing activities:

> I spent two weeks . . . weeding the adult nonfiction collection and then supervising shelf-listing and catalog revision. This involved typing main entry and shelf-list cards from which complete card sets could later be typed. I also assigned subject headings and corrected classification numbers. As a follow-up I sent the librarian a list of books badly needed to fill some of the worse gaps in the collection. This project is unfinished. Either I or another field librarian will finish at another time.
>
> . . .
>
> Visit with new librarian to discuss a collection which has never been cataloged, how to go about weeding and up-dating it before cataloging. Took literature for both the librarian and the board and helped outline a long-term approach to the problem. While not typical of the state's libraries it is typical of those from whom I receive requests for aid.

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>
> . . .
>
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>
> . . .
>
> Weed a village library so crowded they had not been spending their book money; persuade board to permit discards to be destroyed; persuade someone to do so; inform board and village council of their duties to public and each other; inform public as to difference in this "book burning" and Hitler's. . . .
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>
> . . .
>
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Because weeding is the most-often-requested service given by the consultants, it is often used as a wedge to introduce other services and to attempt to influence attitudes:

> The adult services librarian and I go as a team to "weed" collections at the librarian's request. While physically "tossing out," we do much educating as to why these titles are no longer useful or appropriate; we suggest areas which need to be built up, sometimes painting and refurnishing to be done, ways to cooperate with other libraries, etc.
>
> . . .
>
> Help small city library with inventory. This entailed setting up procedures for making a shelf list as they had only one for adult nonfiction and no record of holdings on that. Incidental assignment--lead board into idea of cooperating in a proposed regional demonstration.
>
> . . .
>
> Visited many libraries, giving advice in weeding, book purchasing, etc., always endeavoring to break down opposition or fear concerning systems and the state plan.

Another collection-building activity which receives a great deal of attention is book selection. One state library consultant writes of dealing with the problem of small town librarians "ordering new children's titles sight unseen." Working closely with the Director of Children's Libraries in the state's largest public library, she has made arrangements for that library to provide a meeting room one day a month and its review copies of juvenile books so that librarians from all over her small state can examine them. Other consultants wrote of the following book selection problems:

> Book buying is a dark mystery to many small town librarians. The philosophy of book buying, the percentage in various fields; the limit to part with old books; the aids one can use. All this is stressed at every opportunity.
>
> . . .
>
> County library, working to pass one mill tax in order to qualify for state aid, was left $800 in will for juvenile books. Since there was no qualified librarian, I selected and ordered the books for them.
>
> . . .

> We were asked to make a basic list of library books for elementary grades which could be used by a special committee in developing a state list for the schools. The list was annotated and will be supplemented.
>
> . . .
>
> A new county librarian, with experience only in library routines, has needed help in book selection. This help was given over several days so the librarian could work through the whole process with help.

Making the collections accessible to the users was also included in this category, and some of this work has been discussed in the preceding comments. A few further comments illustrate the range and extremes in approach which exist in different states, in different situations, at different stages in library development. The consultants operate at several different levels, ranging from simply providing information on which decisions are to be based to actually doing the necessary tasks, in which case "consultant" seems to be something of a misnomer. Such extremes in method were apparent throughout the descriptions by consultants of the work they are called on to do.

> Actually cataloging two small libraries on a continuing basis.
>
> . . .
>
> Directed a Friends of the Library group in the cataloging of the non-fiction collections (Adult and Juvenile) of a public library. It involved teaching the basic information of classification, subject headings, and instruction in the form of typing catalog cards. The Friends went ahead on their own to do the fiction collections.
>
> . . .
>
> Advice on weeding and cataloging of a book collection. In one case personnel from headquarters of an adjoining region was secured to assist with the cataloging on a three month crash program. She trained volunteers.
>
> . . .
>
> Held an all-day session with a new, partially trained librarian to answer questions on library administration in general and how to arrange, shelf-list and catalog the collection in particular.

Giving advice on legal and financial questions was the category into which the second largest number of specific assignments described by the consultants fell. Much of the advice given on such assignments is in connection with starting new libraries, with getting increased tax levies, and with meeting the requirements for LSCA projects:

> Meeting with library trustees to point out the advantages and need of becoming organized on a legal basis as part of the city government, rather than the informal, club-sponsored group.
>
> . . .
>
> A very small town library with an enthusiastic librarian is not progressing because the town does not grant them enough money. The librarian and trustees wished help and suggestions on presenting their budget at town meeting in such a way that they would see the need of more money.
>
> . . .
>
> Many cases of working with trustees on library levies from county supervisors for the rural population. Last year I worked with five libraries . . . on such a levy. I attended three meetings which were attended by trustees from these libraries to prepare and discuss steps which must be taken in the county to achieve this levy. I drew up a six page brochure for this group which was mimeographed and distributed to all interested parties. I often attend the meetings with county supervisors as a resource person.
>
> . . .
>
> I attended a library board meeting to explain the procedure for acquiring federal aid from the Library Services and Construction Act for construction of a new wing on their building. Since then I have continued this project by correspondence and by telephone. A second board meeting has been scheduled for discussion of contracts and clarification of some of the federal labor requirements.
>
> . . .
>
> A group of libraries wishes to explore the possibility of cooperative action to improve the services of each of the groups, but funds are insufficient and they are not aware of the intracacies of law relating to cooperative action. They want to know if LSCA funds can be made available for experimentation.

Occasionally the advice falling in this category is needed in connection with closing a library:

> Old, ineffective, pitifully supported library in dwindling village should surrender charter and become a bookmobile stop. Problem was to persuade trustees to overcome pride and undertake action that will be to best interest of the few readers in the community.

. . .

> Dissolution of a two-county regional library. Wrote a plan for the legal disposition of the property, equipment and books; presented plan to both appropriating bodies for their approval. Audited and closed out the financial records and reported to appropriating bodies and the citizens. Worked with each of the two counties to continue their library programs as two systems.

One of the consultants wrote of the role he had played in helping to pass the first revision of his state's library laws in a quarter of a century. He "advised on drafting, held workshop on legal problems, addressed state legislature, compiled and presented statistics, contacted library people over the state, etc." Yet another describes his annual budget visits to libraries all over the state in terms which emphasized the teaching function of the consultant and demonstrated the possibility for raising the level of consultant work:

> Annual budget field visit to all parts of the state; work first with librarian, then with librarian and trustees. Help librarian determine goals to reach next number of years, prepare narrative statements, etc. At first, did most--none of those with whom I work have any library training, most are high school graduates, some with correspondence courses, etc.; now, act as resource person generally, and provide statistics, comparative programs, etc.

In the area of administration, although there is no lack of variety in the assignments described and some advice is given on establishing policies, developing procedural manuals, resolving personnel problems, and the like, most of the assignments mentioned by consultants could be classified as "interim administration," i.e., keeping a library operating between librarians or getting a new library going without a librarian, and recruiting and training the librarians needed. The following comments illustrate some of the variety as well as including representative assignments:

> Upgrading the Cooperative State Library Film Circuit Program. This involves streamlining procedures; administering all aspects but physical care of materials (except that decisions on whether to repair or not are made) preparing proposal for grant from State Library Commission; planning and executing workshops and meetings on film utilization, policy, etc.
>
> . . .
>
> Assisting library without administrator: visiting branches with acting head, conferring with board, assisting with book selection, assisting with public relations program.
>
> . . .
>
> Severe personality conflict between director of system and director of central library, damaging to service of both institutions and to morale of both staffs. There is no solution, short of removal of one. Efforts directed toward keeping some reason in situation, maintaining some communication between two, and preventing further degeneration of situation.
>
> . . .
>
> Re-establishing morale of library staff after librarian's departure. Planning and assigning staff duties.
>
> . . .
>
> A county which recently established a library system looking for a bargain in bookmobile purchase. Found where each brand under consideration located nearest county. Wrote for evaluations. Furnished general information concerning bookmobiles with recommendations for features to consider which were important to its location--weather conditions and use, bumpy dirt roads, etc.
>
> . . .
>
> Opening a demonstration library: meeting with board, getting locations for central library and branches, ordering furniture, employing and training personnel, mapping bookmobile routes, writing publicity, planning opening ceremonies.
>
> . . .

> Policy formulation. I have been assisting a county library board of trustees, through a series of meetings, in their formulation of a statement of policy to cover the administration of the county library system.

. . .

> Supervised staff of a county library temporarily without an administration. By means of regular visits and correspondence advised acting librarian on problems and procedures. When new library school graduate assumes duties as librarian in June, I will be responsible for her orientation, will act as consultant thereafter.

The assignments which fell into the class "starting systems" probably demonstrate the greatest uniformity of any of the groups. Over and over again the consultants mentioned efforts to integrate individual library units into systems, to encourage the establishment of larger units of service, and to emphasize cooperation:

> A city and county library are located in the same city and both serve the city population. The State Library is working with them to integrate their services. Consultation covers long range objectives and plans for immediate implementation. Joint cataloging and purchasing, common periodical orders, etc.

. . .

> Talking to non-member "holdout" libraries about benefits of system--trying to assess the real reason for trustees' reluctance--overcoming reservations and, by intuition, persuading trustees to join.

. . .

> Help local interested people in the establishment of a county library through a demonstration service.

. . .

> Legislation to consolidate three separate public libraries into a single unified county library system. Preliminary to this were meetings with the local library boards, members of the county legislative delegations, interested citizens and the librarians concerned.

. . .

> Trying to have three counties form a cooperative. To do this I am forced to "combat" ill feeling caused by local school reorganization, also "rugged individualism" (government keep out) attitude.

Advice about physical facilities includes everything from rearranging a children's room to developing a building program. Consultation in this area has assumed increasing importance since the Library Services Act has been expanded to include construction. The following comments are representative of the assignments in this category:

> A county library asked for recommendations about enlarging building. I visited, looked over situation, met with board, suggested that whole library program needed attention, recommended a survey and surveyor (survey was subsequently conducted), subsequently drafted floor plan to illustrate possible addition.

. . .

> Three-hour visit, conferring with head and children's librarian, with meeting of the board on the remodeling of basement room for children's room.

. . .

> One request was to meet with the library board and later with the mayor of the city to advise them concerning expansion of services to different parts of the city. This one needs a central library and at least two branches. Location of buildings and types of buildings, cost, staff for branches, budget set up for this service, extension to all people in the city discussed. Also suggested that they contract with a larger city or with regional library.

. . .

> Construction funds available under LSCA and how a community could adapt its building ideas to comply for federal aid.

. . .

> To work with architect and inexperienced librarian to make building program for a small county with newly established service.

. . .

> Advising on use of space in building, to make more room.
>
> . . .
>
> Requests from established libraries for assistance in planning new construction, etc. Requests vary from initial survey, preliminary planning, book collection, shelving problems, lighting, sites, etc.

Public relations work done by the consultants includes preparing various kinds of promotional material to publicize library elections, services, etc.; public appearances before various groups to talk about the advantages of having libraries, to explain the services available, and to emphasize the support necessary; work with organizations who wish to help the local library for their annual community project; and various other related activities, some of which are indicated by the consulting assignments described below:

> Local libraries ask help in developing publicity campaigns aimed at reaching people not previously using their local libraries. Set up county-fair exhibits in cooperation with libraries within the county, and gave at least 25 demonstration story hours throughout service regions in order to interest local housewives to continue story hours.
>
> . . .
>
> Convincing school administrators, legislators, finance committees, et al, that the school library should play a vital role in modern education and that it should receive sufficient support to do this. Worked with school committees, superintendents, principals, teachers, librarians, civic groups; had legislation introduced at state level; testified before U. S. House General Subcommittee on Education and Labor.
>
> . . .
>
> A small city library . . . wanted help with publicity for an open house. Board members wanted to publicize the library's move to a new building and inform residents of new services. I suggested publicity ideas, helped with design of a brochure, provided book exhibits and posters. I also suggested promotion aids for continuing public relations program.
>
> . . .

> I must work with library board members to help them to see the need for more support, better planning, better service, and better qualified staff.
>
> . . .
>
> The governor has established a committee to study the cultural advantages offered by the state. I was asked to write a frank appraisal of the cultural advantages available to the people of the state through the group services of public libraries.

Assignments in the area of planning and conducting training programs were described by consultants as typical assignments only slightly less frequently than problems in the preceding four categories. Some of the variety in the kinds of training they were concerned with is indicated by the responses reproduced below:

> In-service training program in each of the eleven centers. . . . Most of our librarians have had no library training--many of them have had very little experience with library service themselves so my job involves giving them the professional philosophy as well as techniques.
>
> . . .
>
> Outlining and planning with Trustees for a Statewide Trustee workshop.
>
> . . .
>
> Give a series of lectures with demonstrations to a group of mothers in a library in storytelling to help the library establish a coop of volunteers to man a library storytelling program. Also advised two librarians on content of storytelling workshop they prepared and gave for their own staffs.
>
> . . .
>
> Group meeting of librarians and trustees of an area to discuss library problems, library development and cooperation. Cover state projects and state assistance, local responsibilities and try to get them used to meeting and working together as a unit.
>
> . . .

> Conducted many book display meetings. Expected to have read every book in collection and to be an expert on every subject imaginable. Did not meet these high expectations but established a rapport with librarians and had satisfaction of seeing some up-grading of book selection.

The last category into which the typical consulting assignments described by consultants were grouped was Conducting Surveys. Only about 20 of the nearly 500 assignments described were placed in this category, and a few of these were fairly unsophisticated, e.g., "Look over quarters and collections of six elementary schools and make recommendations as to staff, collections, and services needed." Others were merely tangential to the actual work of making the survey: "Serving as liaison person between state library and a consulting firm engaged in a survey of the State's research resources." However, most were more directly involved and more sophisticated, including "surveying community, interpreting data, recommending program for library development based on interpretation of data." A few of the consultants described continuing projects, such as the one who:

> Evaluated the progress of a small public library during the two years since I made a preliminary survey and recommendations. Compared library to state and national standards in areas of book stock, personnel, services, physical facilities. Compared present status with that of two years ago and made recommendations for further improvement. Presented report (oral and written) to Library Board and members of City Council.

## Distribution of Time

Besides the request for descriptions of typical assignments, more specific information was sought about the proportion of time which the consultants had spent on various kinds of professional activities during the year preceding their participation in the present survey. Since a number of the consultants had been at their jobs for less than a year, the number of respondents to this question was only 154. Their answers indicated that the "average" consultant, if such a person existed, would allocate time to his professional activities as indicated in Table 7. The activity occupying the largest single block of time is making field visits, representing 32 percent of the average consultant's total professional activities. Advisory work of all kinds--including field visits, correspondence, and

## TABLE 7

## MEAN PERCENT OF TIME GIVEN BY CONSULTANTS TO VARIOUS PROFESSIONAL ACTIVITIES
(N=154)

| Activity | Percent of Time |
|---|---|
| Making field visits (including travel) | 32 |
| Advisory work by correspondence | 13 |
| Developing printed aids (manuals, guides, lists) | 9 |
| Conducting workshops and other in-service training | 9 |
| Advising those visiting state library agency | 6 |
| Directing short-term local demonstrations | 6 |
| Conducting local surveys | 5 |
| Other services | 20 |
|  | 100 |

advising those interested enough to make a personal visit to the agency--makes up about 51 percent of the total professional activities of the average consultant. "Other services," which account for 20 percent of the average consultant's time, include chiefly administrative duties, making appearances before civic groups and the like, keeping up with the field through reading, attending conferences, and working on association committees. For those who are not full-time consultants, "other services" are rendered in various capacities within the state library--as catalogers, reference librarians, editors, etc.

Few, if any, of the consultants actually give time to all of the listed activities, and the amount of time given to each varies widely. For example, 125 of the 154 respondents do advise persons who visit the agency personally to seek help, and the smallest portion of time devoted to it by any consultant was 1 (one) percent, the largest was 50 percent, and the mean portion of time given it was 7 percent. Table 8 gives similar information for each of the nine activities listed.

Of those consultants spending part of their time making field visits, 131 estimated the number of days which they had spent in the field in the last year. The number of days ranged from one to 270, both of which numbers defy any logical explanation since spending one day a year making field visits can hardly

## TABLE 8

## CONSULTANTS ENGAGED IN VARIOUS ACTIVITIES AND THE PROPORTION OF TIME DEVOTED TO EACH

| Activity | Number of Consultants So Engaged | Percent of Total Professional Activities: Mean | Range |
|---|---|---|---|
| Making field visits (including travel) | 151 | 32 | 1 - 95 |
| Advisory work by correspondence | 149 | 14 | 1 - 60 |
| Developing printed aids (manuals, guides, lists) | 133 | 10 | 1 - 45 |
| Conducting workshops and other in-service training | 118 | 11 | 1 - 45 |
| Advising those visiting state library agency | 125 | 7 | 1 - 50 |
| Directing short-term local demonstrations | 59 | 15 | 1 - 100 |
| Conducting local surveys | 84 | 9 | 1 - 35 |
| Teaching in colleges and universities | 7 | 3 | 1 - 5 |
| Other services | 117 | 27 | 1 - 75 |

be called devoting time to that activity at all and 270 days is more than all the working days which are available in a year (figured on the basis of 52, five-day weeks), even if vacations are foregone and health prevails. Nonetheless, rough though they may have been, most of the estimates were at least more logical and the mean number of days spent in the field, 80 days, is approximately one-third of the working days in a year, which agrees very well with the overall average of 32 percent of total professional activity devoted to making field visits discussed above.

When asked about the ways in which they would prefer to distribute the proportion of time devoted to the various activities mentioned above, the consultants expressed their desire to spend more time on practically every activity listed. Fifty percent of the consultants expressed a desire to spend more time making field visits, while only 3 percent felt that they would prefer to spend less time on this activity. Conducting workshops was another activity to which a large group of the consultants, 43 percent, would like to devote more time, and only 4 percent want less time. While 32 percent want more time for conducting local surveys, only 2 percent desire less time for this activity. Feelings regarding developing printed aids were a bit more mixed, with 32 percent wanting to give more time to this activity and 11 percent less. Twenty percent would prefer to spend more time directing short-term local demonstrations, and 10 percent would like to spend more time teaching in colleges and universities. Only with regard to advisory work by correspondence and "other services" was the number of consultants who wished to spend less time greater than the number who wished to spend more time, and, in the case of "other services," the difference between the two groups was not great: 17 percent wanted to spend less time on these activities, 14 percent wanted to spend more. With regard to advisory work by correspondence, 17 percent of the consultants said that they would prefer to spend less time on it, and only 6 percent would like to spend more.

## Most Important Functions

Besides suggesting how they would prefer to have their work loads redistributed, consultants expressed their opinions about and attitudes toward their jobs in answering several other questions. One of these asked what they believed to be the three most important functions of state library consultants. It was hoped that answers to this question would provide not only further information about what consultants do but also some insight into their philosophy of consulting. Their answers, however, varied so greatly in degree of specificity that they could be classified only in the most general of terms. The consultants do, however, seem to see themselves serving in five distinct roles: as advisors, public relations experts, administrators, teachers, and leaders.

As one would expect from "consultants," advisory work was most often mentioned. References to it ranged from the most general, "Advisory work through correspondence, field and personal visits, and publications," to more specific statements of the advisory function, usually couched in terms of improving libraries and library services through advice or of serving as a resource person, with the key words here being knowledgeability and availability.

The general area of "public relations," used here to cover a multitude of varied "functions" mentioned by consultants, was represented by only slightly fewer responses than the advisory category. The largest portion of responses in this area dealt with maintaining good public relations for libraries in general and the state agency in particular. The statements of this function ranged from the relatively passive liaison role:

> Ability to act as go-between among isolated library interests-situations.
>
> . . .
>
> Interpreting the state library program to local boards and officials.
>
> . . .
>
> Interpret local point of view to state people.
>
> . . .
>
> To be a physical link between the State Library and individual libraries.

through what seems to be seen as fundamentally a communications role:

> Act as a clearing house for trends and techniques.
>
> . . .
>
> Keep the state informed and alert to the changes taking place in the profession, legislation, etc.
>
> . . .
>
> Acquainting them with the resources of the state library of which they are often unaware.
>
> . . .
>
> To interpret newest ideas to those in your area.

to actively selling library service to the public, and even to librarians:

> Development of understanding of and desire for good library service on the part of librarians, trustees, and citizens.
>
> . . .
>
> Create an awareness of library development among state and local organizations.
>
> . . .
>
> Justifying the importance and necessity of libraries and librarians.
>
> . . .
>
> To help local librarians, trustees, and government officials realize their capabilities, responsibilities, privileges and to use them toward bettering library service throughout the state.

The administrative functions mentioned by consultants emphasized chiefly the responsibility for statewide planning for library development. However, they did specify various stages of the planning as well as giving some attention to auxiliary functions. The first step in planning is analysis of the current situation:

> To recognize the unmet needs in the various communities, to understand the power structure, to be flexible yet adamant when the occasion requires it.
>
> . . .
>
> Helping librarians to analyze work of library and administration.

Then comes planning at both the local and state levels, along with coordinating various services to fit them into long-range plans and providing the necessary financial impetus for development projects:

> Ability to outline plans of future action-development for local situations.
>
> . . .
>
> Planning for statewide development.
>
> . . .
>
> Equalize library service to libraries throughout state.
>
> . . .
>
> To promote long-range, state-wide library improvement.
>
> . . .
>
> Coordinating services of individual libraries.
>
> . . .
>
> Aid in administration of state, federal, and other aid available.

And last, if any step can be last in what should be essentially a cyclical process: "Evaluating--looking honestly at results."

One consultant, listing the three most important functions of a consultant, wrote simply "Teach, Teach, Teach!!!" About one-tenth of the responses fell into this category, the most homogeneous of any of the five groups. Nearly all of the various replies are summarized in the one: "Plan, conduct, take part in, workshops, conferences, on the local, regional, statewide levels of professional responsibility." Another emphasis worth mentioning was on the "education of professionally untrained people": "To work with librarians in order to raise their educational standards."

A similar proportion of the replies (about one-tenth) fell into the area of leadership activities. The number of replies which bore only the one word, "Leadership," supported the consultant who wrote, "The best single word to describe the functions is LEADERSHIP." The only other illumination of what was meant by leadership or how this function might be fulfilled came in a large number of replies in which the key words were "encourage cooperation."

## Satisfactions

Consultants offered various responses to the question, "What are the two or three chief satisfactions you derive from consulting?" The satisfactions expressed, nearly all closely related to the kind of work consultants do and their psychological, or internal, responses to it, are summarized in Table 9.

TABLE 9

CHIEF JOB SATISFACTIONS EXPRESSED BY CONSULTANTS
(N=171)

| Satisfactions Expressed | Percent of Consultants* |
|---|---|
| Seeing tangible results of counseling and the gratitude of the counseled | 54 |
| Being in a position to take an active role in library development, to fill a need for professional advice | 50 |
| Meeting and working with trustees, librarians, legislators, other professionals | 49 |
| Variety and challenge of the work | 18 |
| Being professionally involved at a level where one sees the "big picture" of library development | 14 |
| Teaching-learning situation | 14 |
| Relative independence (can use own ideas) | 10 |
| Travel | 6 |
| Drama of introducing service to the unserved | 6 |
| Other | 9 |

*Since up to three answers per consultant were tabulated, percents total more than 100.

More than half of the consultants responding to this question expressed satisfaction in seeing the changes resulting from their advice, although these changes are often slow in coming, and in the gratitude of the trustees and librarians and even whole communities whom their advice has helped. About half of the respondents expressed their pleasure in being in a position to actually do something about libraries, especially since financial incentives have made it possible to do so much. Many included in this category put the emphasis on the service aspect of their jobs, the opportunity to give help, and a number also stated their satisfaction in terms of their pleasure at being able to fill a need for professional advice so great as that in their state or area. Another satisfaction mentioned by about half of the consultants was that which they find in meeting and working with various kinds of people interested in improving public libraries. In most cases, the emphasis was on the variety of people encountered and endeavoring to cooperate, and many times special appreciation was mentioned of the opportunity to work with professionals in other fields, often connected with other government agencies.

Other satisfactions were mentioned by considerably fewer consultants. Only 18 percent mentioned as one of their chief satisfactions that the variety in their work keeps it always fresh and interesting--and challenging. Some 14 percent mentioned their appreciation of working at the state level where they get a broader sense of the implications and trends in libraries than can be had working in a single library. The same number emphasized the importance of the teaching function to their satisfaction and pointed out that this function is two-sided: "learning and teaching at the same time," or as another consultant stated it, his chief satisfaction is in "feeling that the job itself is an educational experience." About 10 percent of the consultants mentioned three interrelated factors among their main satisfactions with consulting: the relative independence they have in their positions, the freedom to use their own ideas, and the accompanying prestige and authority they have.

A few consultants, 6 percent, enjoy especially the travel involved in their work, and this is the only one of the nine categories of satisfactions which deals with a matter really extrinsic to the job content. The same percentage mentioned the drama of introducing library service to people and areas which have not had the services previously. Although related to the most often mentioned satisfaction, "Seeing tangible results of counseling," the emphasis here implied so much more active a role for the consultant, doing rather than advising, and the changes occurring were so much more dramatic than in the former category that a separate grouping seemed necessary. Other satisfactions were so diverse as to defy classification; witness the following two:

The mutual "missionary" feeling among those interested in books and libraries in a state that has so little.

. . .

Being out-of-doors in each of the seasons.

## Dissatisfactions

The dissatisfactions expressed by consultants were of an altogether different character from the satisfactions (see Table 10). While their satisfactions were for the most part

TABLE 10

CHIEF JOB DISSATISFACTIONS EXPRESSED BY CONSULTANTS (N=163)

| Dissatisfactions Expressed | Percent of Consultants* |
|---|---|
| None | 7 |
| Lack of time to do as much as would like, to follow through on projects | 36 |
| Indifference and resistance from unenlightened public, trustees, and even librarians with no vision, no training | 34 |
| Physical hardships | 31 |
| Inadequate supporting professional and clerical staff | 18 |
| Loss of contact with books and people | 13 |
| Financial and personnel limitations at the local level | 11 |
| Inability to see and/or evaluate results of work, slowness of development | 9 |
| Political pressures, governmental restrictions, paper work at this level | 9 |
| Inadequacy of state agency administration or administrative policy | 7 |
| Inadequate operational budget for state agency | 6 |
| Low salary scale and limited opportunity for advancement | 5 |
| Lack of authority to require action, blurred lines of responsibility | 4 |
| Other | 12 |

*Since up to three answers per consultant were tabulated, percents total more than 100.

closely connected with the content of the work they are doing, dissatisfactions tend to be connected with the work process and center around matters which interfere with their doing the kind of job which needs to be done. Thus, 36 percent of the 163 respondents to this question (including eleven consultants who wrote that they had no dissatisfactions at all with consulting) felt that one of their main dissatisfactions with consulting stemmed from the lack of enough time to do all that needed to be done. The indifference, and even resistance, of the public, as well as that of trustees and librarians, to the state plan for library development, to the advice of the consultants, and to library development in general, was mentioned by a similar percentage. Almost as many complained of the physical hardships involved: the long, irregular hours; too large a territory; inadequate headquarters facilities; and the necessity of traveling in all kinds of weather at all hours, of eating bad food, staying at poor hotels, and putting up with inadequate reimbursement for the expenses incurred in traveling.

As with the chief satisfactions, there was a considerable drop in the number of consultants mentioning any one reason after the first three. Most of the other dissatisfactions mentioned deal with administrative details at the state agency level. Exceptions were the consultants' frustration with the limitations placed on how much they can do for any library or community by the lack of adequate finances or personnel at the local level, mentioned by 11 percent, and their sense of loss at not having any direct contact with people (that is, public library patrons) and books, mentioned by 13 percent. "Other" dissatisfactions include some which might, without too much distortion, be included in the "lack of time" category, such as "the ever-increasing stack of work that never seems to lessen any," but seem to be more concerned with the burden of being expected to have all the answers to all the problems and the insecurity which results from an uncomfortable awareness of the great deficiencies in the libraries they serve. Several expressed a feeling that they were working in a void, "cut off from others doing the same kind of work," compounded by the "lack of information on and about consulting in professional journals."

## Differences among Groups

In the area of the kinds of satisfactions and dissatisfactions they expressed, considerable differences appeared between men and women consultants and between those in various kinds of positions. Some interesting regional differences also appeared, but space does not permit discussing them here. The data are included in Appendix III, however, for those who may wish to examine them.

There was a tendency for the female consultants to express satisfactions more directly related to the work they are doing than those expressed by the men. While 60 percent of the women professed to enjoy "seeing the tangible results of counseling," only 41 percent of the men did. A considerable difference also existed in the percentages of men and women who listed "variety and challenge of the work," mentioned by 20 percent of the women and 11 percent of the men as one of their main satisfactions. The female consultants also appear to value the independence they experience in their consulting work more than the men; 12 percent mentioned this as a chief satisfaction, compared to 5 percent of the men.

As for the aspects which have the greatest appeal for the male consultants, most are somewhat less intrinsic to the work content than those above. One of the greatest differences between the sexes occurred in their satisfaction with "being professionally involved at a level where one sees the 'big picture' of library development," mentioned by two and one-half times as large a percentage of men as of women (25 percent and 10 percent respectively). The men were also more likely to count the travel involved in their work as one of their chief satisfactions; 14 percent mentioned this aspect, compared to 4 percent of the women. The teaching-learning situation was also more prominent among the chief satisfactions mentioned by the men than in those of the women, 20 percent compared to 12 percent.

Differences between regional consultants, headquarters consultants, and those consultants in administrative positions were neither so numerous nor so marked. Perhaps the most to be expected was that none of the administrators mentioned travel as a chief satisfaction. The reasons for no regional consultants mentioning the relative independence of their position as particularly satisfying are considerably more obscure. However, the percentage of regional consultants whose answers fell in any one of the categories was smaller than the percentages of the other two groups, simply because they listed proportionately fewer satisfactions. Consequently, it seems somewhat more logical to compare these three groups on the percentage of the total number of responses represented by each category rather than on the percentage of the consultant-type listing satisfactions in each category. On this basis, interesting differences appear in only two or three instances. Approximately 33 percent of all the satisfactions listed by regional consultants were in the category of "being in a position to take an active role in library development," while only 22 percent of the administrators' responses were so classified and only 18 percent of the headquarters consultants'. Headquarters consultants most often of the three groups mentioned the variety and challenge of their work; 9 percent of their responses were of this kind, 6 percent of the administrators' and 5 percent of the regional consultants'. Similar differences occurred in the number of mentions accorded "being professionally involved at a level where one sees the 'big picture' of library development," represented by 8 percent of the responses of the headquarters consultants, 5 percent of the administrators' responses, and only 2 percent of the regional consultants' responses.

Differences between the various groups in the dissatisfactions they expressed are at least as numerous as those shown above on the chief satisfactions. Differences between male and female consultants of 3 to 4 percent are common, and much greater differences exist in several instances. A larger percentage of the women are concerned about the lack of time to do as much as they would like, 39 percent compared to 26 percent of the men, and about the lack of adequate supporting professional and clerical help (which contributes to the lack of time), 21 percent compared to 7 percent of the men. Men meanwhile are more impatient with the public, the librarians, and the trustees who are indifferent or resistant to efforts to improve libraries; 45 percent of the men mentioned this as a chief dissatisfaction, while 31 percent of the women did.

Greater percentages of women than men listed "too small an operating budget at the state agency" (7 percent and 2 percent, respectively) and "inability to see and/or evaluate results" (11 percent and 5 percent, respectively), both of which interfere indirectly with their work. The male consultants, on the other hand, complained in greater proportions of matters more personal and directly related to their greater family obligations: low salaries and physical hardships; 12 percent listed low salaries, compared with 2 percent of the women, and 36 percent mentioned physical hardships, compared to 29 percent of the women.

Differences between regional consultants, headquarters consultants, and those in administrative positions range from the obvious--few administrators complain about the inadequacy of the administration and none about the lack of authority--to the more subtly meaningful. A larger percentage of administrators complain about the lack of an adequate supporting staff--mentioned by 29 percent of the administrators, 13 percent of the headquarters consultants, and 9 percent of the regional personnel. Similarly, they are most concerned about the inadequacy of the state agency's operating budget: 14 percent, compared to around 3 percent of each of the other groups. A larger percentage of administrators than of the other two groups also listed lack of time as one of their chief dissatisfactions, 40 percent, compared to 31 percent of the headquarters consultants and 17 percent of the regional consultants.

The regional consultants, on the other hand, are most concerned of any of the groups with local limitations of finances and personnel; 22 percent mentioned this aspect, 17 percent of the administrators, and only 4 percent of the headquarters consultants. They are most dissatisfied with their inability to see and evaluate results, with 19 percent writing of this problem, compared to 7 percent of the headquarters consultants and none of the administrators. They are also most conscious of the indifference and resistance their efforts meet: 56 percent mentioned this as a chief dissatisfaction, compared with 37 percent of the administrators and 20 percent of the headquarters consultants. At the other end of the scale, regional personnel complained least of the physical hardships of their jobs, 19 percent, compared with about 28 percent of each of the other groups, and not at all of low salaries, mentioned by 5 to 6 percent of the other groups.

## Level of Satisfaction.

In spite of all these dissatisfactions, however, the state library consultants almost unanimously expressed satisfaction with their jobs. When asked to check the one expression on a scale of five, ranging from "very dissatisfied" to "very satisfied," which best described their "present attitude toward library consulting," 51 percent of the 170 consultants responding described themselves as "very satisfied," 43 percent as "satisfied," and 2 percent each as "indifferent," "dissatisfied," and "very dissatisfied." Differences in the percentages of men and women indicating each label were so slight as to be practically non-existent. Interesting differences did exist, however, between those consultants in administrative positions and the regional and headquarters consultants. While the consultants responded "satisfied" and "very satisfied" in almost equal numbers (47 percent in each category), only about 30 percent of the administrators were merely "satisfied," while 65 percent labelled themselves "very satisfied."

## Suggested Measures for Retaining Consultants

Given their basic satisfaction with their jobs, consultants were still able to make a number of recommendations about how consulting positions might be improved in order to retain good consultants on state agency staffs. These recommendations might be broadly classified into three groups: those suggesting ways in which job satisfaction might be increased, those suggesting ways of alleviating dissatisfactions, and those suggesting that more adequate financial compensation for consultants is in order. While no consultants mentioned salary as one of their chief satisfactions, and a mere 5 percent listed it among their chief dissatisfactions, the majority of the consultants, 67 percent, felt that one of the most effective means of retaining consultants would be to provide a more adequate salary schedule--one with opportunity for advancement plus adequate or better fringe benefits.

Most of the other measures recommended were more closely related to the stated satisfactions and dissatisfactions of consultants and could be summed up in the comment of one consultant that "the best way to retain consultants is to give them the opportunity to do a better job." Just as a number of consultants had listed their independence in their consulting job as one of the chief satisfactions, 16 percent recommended that consultants be given considerable autonomy in executing their duties. At the same time, 14 percent asked that administrators provide imaginative leadership and stand behind the consultants' decisions. Other suggestions about how the administration and administrative policy of the agency could be improved were fairly numerous: 15 percent of the consultants recommended a well-developed program of statewide library goals and greater participation by consultants in the planning stages of these programs as appropriate measures to encourage state library consultants to stay in their jobs; 6 percent felt that better organization and coordination within the state agency would contribute to keeping consultants, 4 percent mentioned the importance of good intra-agency communications; 6 percent recommended that job responsibilities be well-defined, preferably in writing.

Attention to various other details which affect the conditions under which they work was recommended by 30 percent of the respondents. Some of these consultants emphasized the need for adequate operating budgets so that funds would be available for needed materials, especially for publicity purposes, for providing state-owned automobiles for travel, and the like. Others felt that the geographical area in which each consultant carries on his activities should be limited. A few recommended that the physical facilities of the state agency be improved or that employee regulations be relaxed for consultants to compensate for conditions of field work. The emotional climate in which they must work also received attention from a number of consultants who recommended that the administrators encourage a cooperative, harmonious atmosphere for working and who emphasized the importance of the administrators' recognizing their accomplishments.

Another group of recommendations which seems to have as little relationship to the stated satisfactions and dissatisfactions of consultants as salary includes various suggestions of ways that the state agency might provide for the continuing education of consultants. Suggestions of this kind were made by 26 percent of the respondents. The largest number of consultants who made suggestions in this category insisted that the state agency should provide thorough in-service training, and nearly as many recommended that consultants be given sabbaticals for both formal education and return to the "field." Others asked that they be given opportunities to visit state library agencies and library systems in other states and that time be provided for them to attend out-of-state institutes and meetings. The need for such educational opportunities for consultants will be discussed in the following chapter, on the training of library consultants for their jobs.

## III. THE PREPARATION OF CONSULTANTS

The training of a consultant for the jobs just described is a continuing matter. Their initial academic preparation has its influence, as does their formal professional education. From each job they hold before becoming consultants, they bring some knowledge or skill to consulting. Once in their positions as consultants, their training continues through in-service orientation, workshops, institutes, and professional meetings of various kinds. Less formally, it continues through work with more experienced consultants in the state agency, through visits with state library personnel from other states, and through professional reading. All of these aspects of the consultants' preparation for consulting will be discussed here, along with their opinions about the most useful courses, the most useful reading, the way in which associates help, and the like. Their opinions, and those of the state librarians, about the ideal preparation for consultants will also be presented.

### Baccalaureate Study

Nearly all of the state library consultants surveyed had at least a bachelor's degree. Only 2 percent of the 194 responding to this part of the questionnaire did not. For 11 percent of the consultants, the bachelor's degree was terminal; half of these had majored in library science, and the others studied in various subject fields as undergraduates. For most consultants, however, their baccalaureate study provided the foundation for more advanced professional study. During baccalaureate study, the majority of the consultants majored in some area of the humanities, usually in English literature or history. The distribution of the consultants among various fields of study was as follows:

| | |
|---|---|
| Humanities | 65% |
| Social Studies | 10 |
| Vocational Fields (agriculture, home economics, engineering) | 8 |
| Librarianship | 7 |
| Education | 6 |
| Physical and Biological Sciences | 2 |
| Philosophy and Religion | 2 |

Consultants received their bachelor's degrees from various types of institutions, usually (78 percent of the time) located in the same geographical region of the country in which they were born. The largest group of consultants, 40 percent, received their bachelor's degrees from public universities (classification is according to type of support and purpose of the institution as taken from the 9th edition of American Universities and Colleges), while 25 percent got them from private liberal arts colleges, 17 percent from state or municipal colleges, and 16 percent from private universities.

## Study for Librarianship

The professional preparation of the state library consultants is fairly uniform, with 85 percent holding a diploma or degree for fifth-year study in librarianship. Like undergraduate study, most library science study was done in the consultants' home region, but not by such an overwhelming majority; 55 percent were born in the same geographical region of the country as that in which they studied for librarianship, compared to 78 percent who received their bachelor's degrees in the region of their birth. The unevenness of geographic distribution of library schools easily explains this difference. As would be expected, the largest numbers of consultants receiving their professional education in any one region were in Region 2, Middle Atlantic (20 percent), and Region 3, East North Central (21 percent), where most of the ALA-accredited library schools are located. The individual institutions which granted the most first degrees in librarianship (BLS or MS) to consultants were Columbia University and Simmons College, each granting first professional degrees to 15 consultants; the University of Denver, 12; the University of Illinois, 11; George Peabody College, 10; and the University of Minnesota, Western Reserve University, and the University of Washington, 9 each. Only five of the currently accredited library schools in the United States were not represented by at least one consultant graduate. Library schools other than those currently accredited in the United States which were mentioned ranged from the Leeds School of Librarianship in Leeds, England, to the Riverside Library Service School and the St. Louis Library School (where three of the consultants received their library science training).

Although the schools and the degrees and the programs of study have changed over the years, the fifth year of study for the first professional degree has had a fairly long life, and some of the consultants have, in the course of time, acquired both a bachelor's and a master's degree in library science.

When only the highest library science degree held is considered, however, 36 percent of the consultants have the BLS as their highest degree and 49 percent the master's. Considerable differences exist in the proportions of men and women holding these degrees. The percentages of women holding bachelor's and master's degrees in library science are about equal: 41 percent have bachelor's degrees and 43 percent master's. Of the men, however, 18 percent hold bachelor's degrees, and 61 percent have the master's in library science.

Differences also exist in the percentages of bachelor's and master's degrees earned by consultants in the various types of positions. In fact, there are considerable differences among the types of positions and the number of consultants who hold any library degree at all. Only 68 percent of the regional consultants hold professional degrees in library science, with 21 percent having a bachelor's degree and 47 percent master's degrees. Many more of the headquarters consultants have professional library degrees--86 percent, with 35 percent holding bachelor's and 51 percent master's degrees. Only one of the 36 administrative consultants responding to this part of the questionnaire does not have a library science degree; 50 percent hold bachelor's degrees, and 47 percent master's degrees.

## Highest Degree Earned

Similar differences exist between male and female consultants and between consultants in the various types of positions when all degrees, rather than just professional degrees, are considered. Of 44 male respondents, 2 percent reported having earned no degree at all, and the fourth-year bachelor's degree was the highest degree held by 9 percent, the fifth-year bachelor's by 18 percent, and master's degrees (professional or otherwise) by 70 percent. Of the 136 female consultants, 2 percent have no degree, 11 percent reported their highest earned degree as the fourth-year bachelor's, 35 percent as the fifth-year bachelor's, and 51 percent as the master's degree. Among the regional consultants, 3 percent had earned no degree, 26 percent only a fourth-year bachelor's, 21 percent the BLS, and 50 percent the master's. Of the headquarters consultants, 3 percent had no degree, 8 percent a fourth-year bachelor's, 33 percent the BLS, and 56 percent the master's. Of the administrative consultants, 3 percent had only a bachelor's degree, 36 percent a BLS, and 61 percent a master's.

The differences shown between the sexes are largely a function of age. As has already been pointed out, female consultants are usually older than male consultants. And, generally, the younger the consultant, the higher the highest degree earned. Since the degree given for the fifth year program of professional education in librarianship began to change in the late 1940's from the bachelor's to the master's, and since the male consultants are generally younger than the female, the differences between the sexes in the highest degree earned are no more than would be expected. The differences among consultants in the various types of positions can be similarly explained with respect to highest earned degrees in library science since administrative consultants, who hold the highest proportion of BLS degrees of the three groups, are generally oldest of the three types of consultants. The mean age of the administrative consultants is 47, and that of the other two groups is 45.

Differences in the education of consultants employed in the various geographical regions of the country are also fairly great. The percentage of consultants who hold professional degrees in library science varies from 60 percent in the East South Central Region to 100 percent in the Middle Atlantic Region. The percentage who hold master's degrees varies from 31 percent in the East South Central Region to 84 percent in the West North Central Region. Surprisingly enough, except in the East South Central Region where both salaries and the professional preparation of consultants are low, there seems to be little relationship between educational level and the salaries paid within a region. While Region 1 ranks next to the highest in salaries paid, it has next to the lowest proportion of consultants holding professional degrees. Except in Regions 1 and 6, the number of consultants without professional degrees was only one or two in each of the regions; salaries showed a great deal more variation.

## Work Experience

There are other factors which determine salaries besides education. It may well be that professional library experience before consulting and years of service as a consultant and in the state library agency are more influential. Certainly both education and experience should contribute to competence. This assumption makes it all the more shocking to discover that nearly 20 percent of the state library consultants had no professional library experience whatsoever before becoming consultants. At the other end of the scale, however, are slightly over 20 percent who had 15 years or more library experience, and some balance between those with no experience and those with a great deal might be expected in the various regions. Such is not the case: the mean number of years of professional library experience previous to consulting varies from 4.4 years in Region 4 to 23.1 years in Region 1.

The combined experience of the consultants in state agency work is considerable although many of the consultant positions are relatively new and many of the consultants are new to state agencies. In answer to the question "How many years, including the present one, have you been on the full-time staff of any state library agency?", 20 percent of the consultants replied that they had been working in a state library agency for more than ten years, 63 percent for three years or more. Thirteen percent of the consultants had been with the state library agency for less than a year, 37 percent for less than three years. When similar questions were asked about the number of years spent working at their present institutions and in their present positions, consultants generally were found to have been in a state agency for longer than they had been consultants. Apparently many consultants were appointed to their positions from within the ranks of the state library staffs.

These years of experience in the state libraries and as professional librarians as well as other jobs, library and otherwise, held previous to consulting are helpful in preparing the consultant. Some 80 percent of the consultants felt that they had had particularly helpful work experiences. The questionnaire did not ask for a complete job history but did request information about jobs held at three points in the careers of the consultants in order to obtain some data about their work history. Full-time jobs in occupational fields other than librarianship since college graduation, the first full-time job after receipt of a library degree, and the last full-time position held before joining the state library agency in which presently employed were the three jobs about which information was requested.

Over half of the consultants, 54 percent, had full-time jobs in fields other than librarianship after they graduated from college. More of the women, 56 percent, worked in other fields than did the men, 48 percent. The proportion of consultants in each region who had worked full-time in another field ranges from slightly less than 40 percent to nearly 67 percent. Of those who held jobs in other fields, 49 percent were teachers. Of these, 40 percent taught high school English. The next largest group, 23 percent of those who held full-time jobs outside librarianship, was in business. A number were in journalism, 8 percent, and a few in government or social service, 5 percent. The other 15 percent were in miscellaneous jobs: serving with the armed forces, working as draftsmen and engineering technicians, with research operations of various kinds, in radio and advertising, and a few others.

After receiving their library degrees, all but eight of the 170 degree-holding respondents took library positions. A few who graduated from library school during the depression settled for whatever jobs they could find, library or not. For quite a number of the respondents, 12 percent, their first full-time job after receiving their library science degree was consulting; they were most often continuing in a position they took before they had a library degree, or they took a consulting position in order to fulfill a scholarship obligation. The various kinds of first full-time library jobs reported by consultants are shown in Table 11.

TABLE 11

FIRST FULL-TIME LIBRARY JOBS HELD BY CONSULTANTS
(N=170)

| Position | Percent of Consultants |
|---|---|
| School or children's library | 16 |
| Public library (administrative level)* | 13 |
| Library consultant | 12 |
| Regional and county library (administrative level)* | 11 |
| Armed forces or government library | 5 |
| College library (administrative level)* | 2 |
| Other library (assistant or unspecified) | 36 |
| Other | 5 |

*Positions specified as department head or above.

A similar listing of the last positions held before joining their current employer shows many more in administrative positions in various types of libraries, and especially in public libraries (see Table 12). Very few, only 2 percent, had held other consultant positions just previous to accepting their present jobs. Quite a few (8 percent), on the other hand, were recruited from other than library positions.

As already mentioned, 80 percent of the consultants felt that their previous work experiences had been particularly helpful to them. Among these, the kinds of work experience mentioned varied a great deal. However, most commented on the way their experience had helped. The following comments are

## TABLE 12

## CONSULTANTS' LAST FULL-TIME JOBS BEFORE JOINING STATE AGENCY (N=173)

| Position | Percent of Consultants |
|---|---|
| Public library (administrative level)* | 29 |
| School or children's library | 18 |
| Regional and county library (administrative level)* | 15 |
| College library (administrative level)* | 6 |
| Armed forces or government library | 4 |
| Library consultant | 2 |
| Other library (assistant or unspecified) | 18 |
| Other | 8 |

*Positions specified as department head or above

illustrative of the variety of work experiences as well as the competencies gained from them:

> I feel that my former job as medical assistant prepared me as far as establishing honest communication with people and their problems. This is probably one of the most important concerns of a field consultant, for without this line of communication all of the best recommendations in the world will not be followed. It is sometimes necessary to secure the trust of a librarian or trustee before they will ask you to work with them.
>
> . . .
>
> Training experiences during war as Wave Officer. Personnel Director's position in hospital for about eight years. I was responsible for organizing and developing the Personnel Department, a particularly valuable experience since it required the initiation of many changes, a not unusual need in the library field.
>
> . . .
>
> Being a bookmobile librarian gave me my first experiences in how to work with rural people who had never had any library service.
>
> . . .

> Consultants are often faced with situations where any previous experience in management, sales, etc., can be useful. Probably the most useful personal experience was that of demonstration librarian.
>
> . . .
>
> I worked in a complaint department for several years where I became attuned to people telling you one thing even though they knew it was an outright lie. Often in our work in the field we find people who are presenting the face that they love the public library and can think of nothing better than to enlarge and enrich the services and service! And they turn right around and tell people that you can't trust the government!
>
> . . .
>
> Teaching background is most helpful; work with people in personnel has primed me to be a "listener."
>
> . . .
>
> As a public librarian I had to start the library alone, from nothing (endowment--all we had was money). This area consulting office is mainly undeveloped and to a certain degree the jobs are the same.

The consultants fairly often remarked that all job experiences contributed in some way. This was perhaps best put by the consultant who wrote: "All job experience is cumulative. One calls from each job experience something of value later on." And another put the emphasis on methodology, as did most of the consultants commenting here: "Everything has made a contribution in a general way--in working with people, developing techniques, etc."

## Continuing Education

Beyond the formal education and work experience which they bring with them to consulting, consultants receive little preparation for their jobs. Although some state librarians stated that they must give intensive training to consultants after they are hired in order to compensate for less than adequate preparation for the job, less than half of the state libraries (only 21 out of 46 replying to this question) make in-service training programs available to their consultant staffs within their own agencies, through cooperative programs with other state agencies which utilize consultants, or through academic institutions in their area.

Neither is the in-service training which is given very extensive. Half a dozen agency heads mentioned only a brief period (one or two weeks) of job indoctrination at agency headquarters before consultants are sent out into the field. Others give such indoctrination in a series of sessions spread over a longer period of time. One state librarian reported that the agency was currently setting up the first sessions in its in-service training program for field consultants, which would consist of "one-day intensive work per month for those persons already employed as consultants." Another conducts "monthly two-day staff meetings during which the state situation is discussed and techniques of dealing with situations in the state are discussed."

Only one state librarian mentioned programs provided by the state government and available to personnel in various agencies:

> The State provides a number of in-service training programs in management improvement, work simplification, personnel utilization, etc. Consultants may take these courses as would any state supervisor.

From this comment it is not possible to tell how much participation there is in these programs by consultants, but even the opportunity seems to be an unusual one. More typical is the attitude expressed in the comment:

> This is not in cooperation with anyone else. Our operation is quite different, and we consider it our own responsibility to acquaint prospective consultants with the state and the people who live in our state and the type of assistance that is needed.

A number of state librarians mentioned that the workshops they offer to administrative librarians over the state, often conducted in cooperation with a library school, are valuable for their own consultants. But library school cooperation in training programs specifically designed for consultants has been nil. Although several state agencies reported that they give their professional staff scholarships and sometimes travel reimbursements for attendance at out-of-state workshops and institutes when they feel that the subject to be covered comes within their area of service, they were quick to add that "few such opportunities have been available. . . . Our graduate library schools have made almost no effort to help in this field." The library consultants, too, complain that the library schools they recently graduated from "know nothing about consulting" nor about state library operations.

Various informal educational experiences, however, contribute to the consultant's knowledge and competence. The greatest vote of confidence from the consultants as really helpful in their work was given to their associates. Ninety percent of the 174 consultants replying to this question felt that their associates or other personal contacts had been particularly helpful in their work. When asked to indicate their relationship to these people and the way in which they had helped, most consultants mentioned the value of informal relationships with other consultants--at the next desk, in the next state, and across the country. Moral support and inspiration received from supervisors is also a great help and much appreciated, as the consultants' comments testify. Though names were often mentioned, they are generally those of people within the state agency where the consultant is located. Except for Gretchen Schenk, whose work in various parts of the country has brought her into contact with so many librarians, extension and otherwise, the influence of few people seems to extend beyond their own state. Neither have library school faculties been very helpful to consultants: only twice were library school personnel mentioned--in Wisconsin, Dorothea Scott and Muriel Fuller, and Dr. Shirley Stephenson of Louisiana State University.

Some of the consultants' comments perhaps serve best to illustrate the kinds of relationships which exist and which prove helpful:

> The extension personnel all over the country help continually. We pick the brains of everyone. . . . We ask and they come forth with ideas. Most activities within the state are the result of joint thinking and planning here at home. County and regional librarians meet twice a year and much activity is the result of joint thinking of these groups.
>
> . . .
>
> Informal "bull sessions," both with people in library field and with politicians whose help I have needed to get library tax issues passed. Contacts with civic clubs and church organizations have been most helpful.
>
> . . .
>
> We often visit other state agencies . . . to see how a certain project is being carried on. Visiting with counterparts in these states helps to develop workable programs for bookmobiles and libraries.
>
> . . .

> So many of the librarians and trustees in my area [help] with their friendship and moral support. It may seem to be unassociated with your statement, but is actually one of the most important relationships of all to a consultant. The understanding and freedom of action provided by our State Librarian has also been of extreme value. Without her trust I am sure that the job would not have been as enjoyable.

. . .

> Friends from library school days have helped on building surveys at no cost, or have suggested other consultants, films, books, etc. Other state agency consultants have always been willing to help on problems, share ideas. Heads of state agencies, . . . have been very friendly to a relative newcomer.

. . .

> The entire professional staff have been most helpful, and active in providing me with ideas, technical assistance, etc. The State Librarian is extremely sympathetic toward the consultant program, and is most encouraging. Conferences with the staff, and personnel of other state agencies, also are helpful.

. . .

> My "next-desk" consultant neighbor guides me. She has almost a year's more experience and recalls vividly the perplexities of becoming a consultant.

Reading, of course, is the consultant's chief way of keeping up with what is happening in the field. Comments in various parts of the questionnaire testified to the importance of professional reading and the difficulty of finding enough time for it. When asked "Did you read any books and articles during the past year which had an impact on your work or on your thinking regarding it?", 77 percent of the 170 responding to this question replied that they had. Mentions of specific books and articles were notable chiefly for their variety. Consultants often mentioned reading many publications on a single subject in which they were very much interested. Many others claimed that all professional reading makes a contribution to their work and singling out any one work would be impossible. One fairly representative remark from this group was: "Having access to a wide field of material has had an impact of a general nature, but no one work started me off on an entirely new approach." Another large group mentioned the "must" periodicals in their reading and Library Journal led the list by several lengths. Several comments similar to the following were made: "I find library publications pretty dull because they seem to repeat themselves endlessly. Some of the state bulletins seem to me to be better than the national journals in presenting new ideas. I find the News Notes of California and the New York publications most helpful and inspiring." The publications of these same two states, along with Illinois Libraries, were mentioned again and again.

Many of the consultants did mention specific books and articles. In fact, 21 publications were each specified by two or more consultants. Of those mentioned by only two consultants, most appealed to special interests, such as children's literature and adult education. Those mentioned more than twice are listed in Table 13.

Many consultants had attended workshops or had similar experiences which they considered particularly helpful to them in consulting, 79 percent of the 174 respondents to this question. The workshops considered helpful were on topics ranging from adult education to weeding and, once again, variety was the outstanding characteristic of the replies. The ALA Buildings and Equipment Institutes were among the most often mentioned specific workshops. The Institute on State Field Consultant Services held at ALA Midwinter in 1958 was often mentioned, as were the various Western States Library Extension Conferences. A number of consultants mentioned benefits they derived from conducting workshops as well as attending them. A few mentioned training for Library 21 at the Seattle World's Fair as well as for Library/U.S.A. at the New York World's Fair. Various ALA preconference workshops, Allerton Institutes sponsored by the University of Illinois Graduate School of Library Science, the annual conferences sponsored by the Graduate Library School, University of Chicago, and training for the American Heritage programs were mentioned as helpful, but no one conference or topic received outstanding support. Several mentioned that visiting other state library agencies and studying their programs had been beneficial, and regional get-togethers of state extension agency personnel to discuss mutual problems were lauded by those in areas where they are held.

## Specific Training Needs

Much of the training needed by library consultants, according to both state librarians and consultants, however, falls into areas other than library science. In fact, only about 20 percent of all the state librarians' responses to the question "In what specific areas do you, as an administrator, feel that further training would increase the effectiveness of

## TABLE 13

## BOOKS AND ARTICLES READ RECENTLY BY TWO OR MORE CONSULTANTS AND MENTIONED AS HAVING IMPACT ON THEIR WORK

| Title | Number of Times Mentioned |
|---|---|
| Joseph L. Wheeler and Herbert Goldhor. Practical Administration of Public Libraries. 1962. | 21 |
| ALA. The Small Public Library, A Series of Guides. 1962-63. | 16 |
| Roberta Bowler, ed. Local Public Library Administration. 1964. | 15 |
| American Association of State Libraries--Survey and Standards Committee. Standards for Library Functions at the State Level. 1963. | 7 |
| Hawthorne Daniel. Public Libraries for Everyone. 1961. | 5 |
| Hannis S. Smith, ed. Regional Public Library Systems (Library Trends, 13:275-382), January 1965. | 5 |
| Guy Garrison. A Statewide Reference Network for Wisconsin Libraries. 1964. | 4 |
| John A. Humphry. Library Cooperation. 1963. | 4 |
| Lowell A. Martin. "The Library Services and Construction Act--What Will It Mean?" ALA Bulletin, 58 (September 1964), 689-94. | 4 |
| Virginia G. Young, ed. The Library Trustee, A Practical Guidebook. 1964. | 4 |
| ALA--Library Technology Project. Protecting the Library and Its Resources. 1963. | 3 |
| John W. Gardner. Excellence, Can We Be Equal and Excellent Too? 1961. | 3 |
| Institute on State Field Consultant Services, Chicago, 1958. Proceedings. 1959. | 3 |
| Gretchen K. Schenk. County and Regional Library Development. 1954. | 3 |

your consultant staff?" fell into the library science category, and within that category library administration was most often mentioned. The largest subject area represented by their responses was political science generally, with state and local government operations, public administration, and public finance subsumed under that and receiving about equal attention. Except for a few odds and ends, two other areas rounded out the suggestions of the state librarians: public relations and administration and personnel management. Some more or less typical comments follow:

> Further training in the specific areas of politics and government and special training in working with groups would increase the effectiveness of our consultant staff.
>
> . . .
>
> A knowledge of state and local government. Certainly library schools should require that students entering should have had at least two courses at the undergraduate level in political science.
>
> . . .
>
> In non-professional areas such as accounting, public relations, sociology, and political science.

A few state librarians expressed the opinion that present training is adequate:

> Consultants we have are well trained. Our need is for more consultants with as good qualifications.
>
> . . .
>
> As far as I can judge, present training is adequate. The problem is experience under good direction.

Others suggested primarily means of giving further training, rather than specific subject areas:

> . . . post-graduate workshops at the library schools would help.
>
> . . .
>
> Seminars--not more than 2 weeks long--would be effective--offered for credit or non-credit.
>
> . . .
>
> Workshops with other consultants from other states. Possibly refresher courses in subject areas and management.

Assessments of training needs made by the consultants themselves are generally in agreement with those of their supervisors although their suggestions were more specific and more numerous. Several questions were asked of consultants about specific courses which they took during undergraduate study, library school, or other graduate study which they thought were particularly helpful to them in consulting and about courses which they did not take but now wish they had because of their potential usefulness in consulting work. Replies to these questions brought mentions of courses from many fields of knowledge, but the bulk of them mentioned courses in administration, in the social sciences, in library science, and in the various communications skills. Table 14 shows the distribution of replies among various subject fields. (Complete lists of courses mentioned in reply to each question are presented in Appendix IV.) Courses in administration are grouped together rather than put in their respective subject fields because the general tenor of the replies suggested that the consultants were concerned about administrative theory not only as it applies to libraries but especially as it applies to the operation of government agencies such as those in which they work and that they mentioned a particular kind of course in administration because it was most familiar to them rather than because

TABLE 14

DISTRIBUTION AMONG VARIOUS SUBJECT FIELDS OF COURSES HELPFUL TO CONSULTANTS

| Subject Area | Percent of All Courses Mentioned |
|---|---|
| Administration | 15 |
| The Arts | 3 |
| Business and Finance | 8 |
| Communications Skills | 12 |
| Education | 6 |
| Librarianship | 26 |
| Public Relations | 2 |
| Social Studies | 22 |
| Statistics | 2 |
| Other | 4 |

it would be most appropriate for their needs. Among the courses in communications skills considered helpful, speech and public speaking were most often mentioned, but the category includes composition, journalism, and language courses, as well as courses in debate, in group discussion techniques, and in storytelling. Library science courses considered helpful were of all kinds, with book selection, reference and bibliography, and technical services courses receiving many mentions. Among the social sciences, political science and psychology courses predominated.

When consultants were asked specifically about the areas in which they felt further training would increase their effectiveness, the replies were not scattered among so many fields (see Table 15). Nor were they altogether confined to formal course work although most of the suggestions were of this kind.

TABLE 15

AREAS IN WHICH CONSULTANTS FEEL THAT FURTHER TRAINING WOULD INCREASE THEIR EFFECTIVENESS
(N=154)

| Subject Area | Percent of Respondents Suggesting* |
|---|---|
| Administration | 31 |
| Public Finance | 31 |
| Communications Skills | 30 |
| Library Buildings | 21 |
| Political Science | 18 |
| General Library Science | 16 |
| Automation in Libraries | 10 |
| Methods Courses (teaching, group discussion, etc.) | 10 |
| Sociology | 10 |
| Statistics and Research Methods | 9 |
| Knowledge of Library Operations | 8 |
| Other | 10 |

*Since as many as three responses per consultant were tabulated, total is more than 100 percent.

Equal numbers of consultants felt that their effectiveness would be increased by further training in administration and in public finance. The broad category of administration includes predominantly suggestions of Public Administration and Personnel Administration, some Business Administration and Management, and a few of Library Administration. Public finance includes also those who particularly mentioned accounting, tax structures, and related library laws. Nearly as many specified the communications skills, a broad area which includes mainly public speaking, news and report writing, along with public relations and psychology since, in the consultant's work, knowledge of these two areas may well contribute to the communication function.

About 20 percent of the consultants offering suggestions for further training mentioned library buildings--both new construction and remodeling. Of those courses in the political science category, most mentioned specifically their desire to know more about the mechanics of government at various levels, especially state and local. Those interested in sociology were particularly concerned about urban sociology, metropolitan area problems affecting libraries, and urban planning.

Although a moderate proportion (nearly one of every six) of consultants specified a general refresher course in library science or miscellaneous library science courses, they did not seem very hopeful that useful ones would be available. Thus, one consultant wrote, "perhaps I should have a real "refresher" course in librarianship--but this had better be GOOD--no rehash!" Another stated that any courses related to school libraries would contribute "if well taught." Other library science courses mentioned usually appeared only once although several of the replies in this category were from consultants without library degrees who thought the degree itself would be useful, especially in establishing rapport with professionally trained librarians.

Few consultants mentioned preparation other than that to be obtained through formal course work. Those who wished for a broader knowledge of actual library operations--to be obtained through experience and observation--were primarily those who had little or no library experience before becoming consultants, often those who were working for the state library extension agency merely to fulfill a scholarship obligation. Also it should be noted that most of the answers classed in the "Other" category were not suggestions of specific subject knowledge, but rather pleas for greater means to obtain it: better professional literature and more time to read it, provisions for observation visits to other state libraries, and the like.

In spite of all the concrete suggestions consultants offered of areas in which further training might increase their effectiveness, however, and in spite of the fact that most of their suggestions are formal courses they might take, few have actually taken courses which are particularly helpful to them in their work. Of the 33 who have, few mentioned any one course, and the subjects explored varied widely. Two mentioned training for Library 21 at the Seattle World's Fair. Several mentioned courses in audio-visual materials and techniques, and several more had taken helpful courses concerned with automation in libraries or data processing. A few consultants took this opportunity to register complaints and make excuses:

> The . . . Library School only offers the elementary courses at its extension centers.
>
> . . .
>
> I wish that I lived near a library school so that I could attend classes. This has not been possible so far. I do a great deal of self-study, from 10-20 hours a week.

The formal education of most of the consultants ended when they received their highest degree. In all, just 36 percent of the consultants responding to this question (176) have taken formal courses beyond the work for their highest degree. For most, that highest degree was in library science, and since 31 percent of the consultants received their highest library science degrees before 1945, and 65 percent before 1955, the need for additional training is obvious.

## The Ideal Preparation

When queried about the kind of preparation they would recommend as ideal for the prospective consultant, most state librarians recommended library school and "good" public library experience, with some administrative experience. Thirteen offered no further suggestions, except for some comments or specifications about the kinds of experience desirable: two stated that teaching experience has often been most helpful to consultants, two suggested a six-months to one-year internship, and two emphasized that participation in the state library association would be good preparation.

The next largest group of responses differed from those above only in that they recommended preparation in specific subject areas in addition to library school and public library experience. Two of the nine comments along this line follow:

> Consultants need special training in public administration, state and local government, library law. They need to be exposed to elementary statistics and economics. They need special training in planning. Consultants must be able to write and speak effectively in order to communicate.
>
> . . .
>
> All aspects of library work, and particularly on-the-job experience, are valuable preparation. A course that might cover leadership training, discussion techniques and administrative problems should be useful. Budgets, personnel, publicity, buildings and equipment are matters constantly referred to us from libraries of varying sizes. The smaller libraries without professional staff present the most problems, and library schools are necessarily oriented to larger units of operation. This leaves a gap which the consultant must bridge.

Another group of nine state librarians emphasized the need for continuing education of consultants, the desirability of workshops:

> Library schools could and should offer a training course in the same area [in-depth discussions on library systems] for consultants on the job--either basic or refresher or both.
>
> . . .
>
> . . . plus informal or formal-informal study (workshops or institutes) where they learn more from each other than they do from the teachers.

Eight more placed the greatest emphasis on the need for thorough knowledge of library routines, and the proper attitude or outlook:

> It seems to me that the one thing consultants need, and which they generally do not have prior to employment, is the ability to think big. They appear to be accustomed to dealing with nit picking details and show a lack of comprehension of the overall philosophy of library service.
>
> . . .
>
> Essential to success are a better than average interest in governmental and political affairs, and professional objectivity, yet ability to sense when compromises are necessary.
>
> . . .

> A library consultant needs a thorough knowledge of the most basic library routines--how to set up a circulation tray, . . . weeding is very important; and public relations; . . . a consultant must know how to start at the bottom and work up as far as libraries and cooperative systems are concerned. They must realize that things do not happen overnight. . . .

Finally, several state librarians pointed out that a variety of preparations can be well-utilized.

> The consultants need solid grounding in governmental structure and procedures (at all levels of government) as well as wide learning and imagination in library techniques and development. All these backgrounds are not conceivable in each consultant, but preparation in several of these is needed by all state library consultants.
>
> . . .
>
> As local systems become stronger, specialized preparation in addition to experience and personal qualifications becomes more important, and will increasingly in the future.
>
> . . .
>
> A knowledge of such things as kerate, vehicle maintenance, abnormal psychology, tax assessment theory and practice, coffee-making, and first aid would be extremely helpful, but probably could not be required background.

Again, the consultants' own suggestions agree fairly closely with their supervisors' although they had, in this case, proportionately even fewer specific suggestions to make, and their recommendations were frequently colored by the facts of their own preparation, which many had only recently completed and which they seemed to feel ideally fitted them for the jobs they are doing, diverse though these preparations were. Despite this diversity most of the consultants had two things in common: library school training and "experience," and it is this kind of preparation that they recommend for prospective consultants. Nineteen consultants did not go beyond a skeleton recommendation. Of those who did make further specifications, most went only so far as to mention the kind of experience that would be desirable: large library, small library, library systems, teaching, political, professional association, business, etc.; one year's experience, two years', four years', ten years', etc. It was here that their own preparation guided their comments to the greatest degree, with consultants confirming their feeling that their own background had been not only adequate but desirable by recommending it for others. Although they occasionally went to some lengths to describe the kind of experience they favored, they seldom went so far as to mention the benefits to be gained from this experience; the emphasis was on form rather than substance. Two of their comments will serve to illustrate this:

> He needs wide experience in public library field, not just as an administrator, or reader's advisor, etc. He needs experience in small library as well as large. He needs better library science training than I received. He needs experience with building a new library and remodeling old one. . . .
>
> . . .
>
> 1) Library degree
> 2) Experience in any and all library fields a minimum of 5 years and at least 5-6 years of administrative experience
> 3) Business courses or experience
> 4) Teaching experience
> 5) Town Council experience (as an elected official) or Library Board Member

Of a somewhat different order is the comment:

> In addition to a sound background in librarianship, any experience in working with people is invaluable--it doesn't do any good to have the knowledge if you can't communicate effectively.

Another 21 percent of the consultants did mention specific subject areas which should be included in the training. These closely corresponded with those areas in which the consultants feel they themselves need further training.

Only 19 consultants offered suggestions which vary in any great degree from the commonly accepted pattern of today: library school and experience. Several of these recommended an internship under a seasoned consultant. Most thorough and specific of these was the following:

> Recommend 6 months training in a graduate library school beyond the regular library degree. This training would consist of specialized courses in the various aspects of consultant work. After completion of this six months specialized training, recommend a six months in-service training program at 1/2 consultants salary under an experienced consultant experiencing actual working situations. Recommend that a librarian, after taking the above

> training program, be required to pass a specialized civil service examination in order to become a certified library consultant.

A similar number suggested a subject master's degree although the appropriate subject area is seldom mentioned as it is in the following:

> Ideally, bachelor's degree in liberal arts (broad general education)
> Plus master's degree in one of the social sciences
> Plus, of course, master's degree in library science
> Plus several years progressively responsible experience in library administration (supervisory and administrative experience beyond basic library experience).

Also included in this group are those few who, although basically agreeing with the accepted pattern, were specific about changes they felt should be made in the content of library school training or mentioned additional experiences which would be valuable. Both variations appear in this comment:

> LS courses with more emphasis on the practical side of library work and less emphasis on the philosophy of librarianship.
> Practice work in the field as part of library science course.
> Experience as librarian, board member and patron.
> Experience in politics.
> Good general educational background.
>
> [Underscore added]

As has already been pointed out, the emphasis throughout these comments is on the form that preparation should take rather than on the substance to be gained from it. And even the form suggested seems to be unduly bound by tradition. Neither is any attention given by the consultants to developing skills peculiar to consulting--subject knowledge is all. Apparently even this subject knowledge is obtained mostly by osmosis while going to library school and while administering a library. This emphasis by the consultants can be explained largely by their attitude toward consulting. They look at it, as will be seen in the following discussion of recruitment, not as a profession within the profession of librarianship, which has specialized techniques peculiar to itself, but merely as another job along the way in their careers as librarians.

# IV. THE RECRUITMENT OF CONSULTANTS

The place that training has in the career of a state library consultant is to a large extent determined by the time in his career when he decides to become a consultant. It is the consultants' choice of a career which will be discussed here: his career goals at various points in his education, his earliest awareness of consulting positions, the various influences which led him to become a consultant. His reasons for taking his present position and his recommendations of measures which might be taken to encourage other librarians to become consultants are also presented here. But perhaps some assessment of the recruiting problem which these measures would help to solve and the reasons for it is in order first.

## Difficulty of Recruiting Consultants

The difficulty of recruiting consultants has been mentioned briefly before, but the magnitude of the problem has not been assessed. Some such appraisal can be made from the replies received from 49 state librarians to the administrators' questionnaire used in this survey. Late in 1964 and early in 1965, 27 state librarians reported that they had a combined total of 66 vacancies (in full-time equivalents) on their consultant staffs. While this number may not seem very large by itself, it is quite large indeed when placed beside the total of 242 "consultants" reported by state librarians, some of whom were not actually consultants and many of whom are only part-time consultants. Moreover, the state librarians overwhelmingly agreed that filling recent vacancies was "very difficult" (29) or "difficult" (11). Six state librarians did not respond to this question, one claimed to have found the filling of recent vacancies "very easy," two "easy," and one "indifferent."

When asked to comment "on the staffing of library consultant operations and the factors to which you attribute successes or difficulties in filling positions, or more generally, attracting people into consulting," the state librarians directed most of their attention at salary levels. Low salaries were referred to more often than any other factor as one of the difficulties in recruiting, with twelve mentioning salaries exclusively and others in combination with other problems. Typical comments were:

> Better salaries are needed more than anything. Recently, we had our salaries upgraded, and hired needed librarians immediately.
>
> . . .
>
> There are much easier jobs at much better pay.
>
> . . .
>
> Our greatest difficulty has been the lack of an adequate salary. In [this state] we are strong on challenge and opportunity but short on funds.

Even more typical is the comment which complains of salary along with other factors:

> Our difficulties in getting consultants are primarily low beginning salaries, reluctance of librarians to travel, and the over-all scarcity of librarians with both reasonably adequate backgrounds and adventuresome spirits.

Such qualifications--adequate backgrounds and adventuresome spirits--were the second greatest concern expressed in the comments of the state librarians. It is worth noting that the high proportion of vacant positions seems in many cases dependent on the search for more than quantity, that is, on the search for better consultants. Thus, one state librarian wrote,

> We have very high standards for consultants, not all of which can be expressed in any sort of quantitative terms and certainly not expressly in qualitative terms. They must be able to assume responsibility independently and be the personal representatives of the State Librarian in dealing with many different levels of people, official and unofficial. It is not easy to find and employ such people.

Another complains more bitterly and vehemently:

> Frankly, I am appalled by the quality of professional librarians who are running loose! We have even elected to leave the consultant position vacant for an extended period rather than fill it with any of the incompetents.

Along with enumerating the problems of finding properly qualified consultants at any price, many state librarians attributed much of the difficulty in filling positions to the rigorous physical demands made on consultants, who must travel long hours over large and often sparsely-populated areas. While most mentioned this aspect in combination with others, one state librarian referred to it as "our major problem":

> From our experiences we have learned that the span of productivity of a consultant is short. It can be compared to the life of a professional ball player. By the time the training and experience develop an individual to their peak of efficiency then the strain of the constant traveling has worn the individual out so that he can't travel.

Also frequently mentioned was the importance of a challenging and rewarding program and, conversely, the frustrations encountered in trying to meet the challenges of statewide library development. The consultant is often confronted with apathy from librarians as well as the public, yet lacks the authority to require compliance with the state's plan or his own recommendations. Two representative comments follow:

> . . . it is essential that there be an attractive and stimulating program of development. The consultant must be able to see the relevance and the significance of his work, and must have the opportunity to experience success in his efforts for library development.

. . .

> Generally difficult to recruit "the ideal person for the job," particularly from outside the state. More difficult to train or to orient them in consultant role--especially the difference in consultant services and positions with more direct authority.

Not all the state librarians concentrated solely on the difficulties of recruiting; a few attributed successes in filling positions to efforts made to grow their own consultants, but the specifics of the training involved are not mentioned:

> The State Library Commission is offering a $2,000 study grant to prepare people for these positions. Three of these applicants are now employed by the Commission and another will be available this next year.

. . .

> Few consultants come ready made. The state agency must choose a person and try to turn him into a consultant, which is neither easy nor always successful. . . . So we just do our best with what we have, and can get.
>
> . . .
>
> One method we have found fairly successful in filling consultant positions is that of hiring a bright librarian who has too little experience and giving him intensive training.

Other factors contributing to recruiting difficulties were generally mentioned only a few times and can be assumed to vary a great deal from state to state. These include "fear of red tape and political interference in job performance," "lack of pioneering spirit" among young librarians, and the greater attractiveness of administrative jobs in the same departments, especially when the library extension division is part of a vast state department of education. Another factor not often mentioned, but not to be underestimated, is the greater competition for the persons qualified to be consultants since LSA was passed in 1956 and more consultant positions have been created to handle the government funds and to plan and direct the development programs created by means of this financial bonanza. Development of library systems, too, has meant more competition for top personnel for consultant positions.

## Career Goals

Of the state library consultants surveyed, many decided on librarianship as a career only after they finished college, and they came to consulting later yet. When the consultants entered college, 17 percent had already settled on librarianship and 32 percent planned to teach, including 10 percent who hoped to become high school English teachers. By the time they received their bachelor's degrees, more than 40 percent were committed to careers in librarianship while the proportion planning teaching careers had remained fairly stable. The gains for librarianship had come chiefly from those who at college entrance had been undecided or had anticipated preparing for another profession, notably law or medicine. Table 16 shows the career plans of the consultants at these two points in their preparation.

Of the 160 consultants who did go on to earn a library science degree and who answered the question pertaining to their career goal at the time they received it, 14 percent planned to go into library extension work of one kind or another;

## TABLE 16

## CAREER PLANS OF CONSULTANTS

| | Percent of Consultants | |
|---|---|---|
| Career Goal | At College Entrance (N=178) | At Receipt of Bachelor's Degree (N=175) |
| Undecided | 17 | 3 |
| Teaching high school English | 10 | 10 |
| All other teaching | 22 | 21 |
| Librarianship | 17 | 44 |
| Journalism | 8 | 6 |
| Law, Medicine, or Architecture | 7 | 1 |
| Government or Social Services | 5 | 6 |
| Business and Miscellaneous | 14 | 9 |

slightly over half of these were already or were about to become state library consultants. A few (4 percent) were not committed to librarianship even when they received their library degree and were still looking forward to careers in teaching, journalism, and government services. Public librarianship was the goal of 33 percent, while 15 percent planned careers as school and children's librarians, and the other 33 percent either indicated no specialty within librarianship or indicated some area other than those already mentioned.

That the decision to enter librarianship was made late by many is indicated by the fact that for 35 percent of the consultants six or more years elapsed between their college graduation and entrance into library school. For 17 percent, the lapse was 6-10 years, for 7 percent 11-15 years, for 4 percent 16-20 years and for 7 percent more than 20 years. Only 27 percent entered library school directly after college graduation, while for the remaining 39 percent, 1-5 years elapsed between. Relatively few of the respondents, however, other than those already committed to a consulting position when they entered library school, even considered the possibility of doing library consulting before they finished their library science degrees. Only about 10 percent replied that they had considered it before entering library school and only about

12 percent more considered it during library school or other graduate study. The rest had considered consulting only later in their careers--library or otherwise. Twenty percent volunteered the information that they had not thought about consulting at all until they were approached with an offer of a consulting job. Many others (25 percent) said that they thought about it only after many years as a teacher or librarian, and it is impossible to tell how much the thinking of this group and that of those who checked "after receiving highest degree" (10 percent) was also influenced by offers of jobs they had not sought.

Twenty-two percent of the respondents checked "other," and most of these added some note to specify more clearly just when they first thought about consulting. Several of these were state library scholarship holders: "[I first thought about consulting] when I was told I had to as a requisite of the scholarship program in this state." A larger number became consultants by accident when the consultant function became part of jobs they already held in the state library. Others felt that the step up to consulting was a natural outgrowth of their work in county and regional libraries or as specialists in certain areas. A few were influenced by short-term experiences with the state library: summer work there, visits, or by full-time employment in another department of the agency. For some the Library Services Act had the necessary impact to start them thinking about the need for and possibilities of planned library development and the consultant's role in it. Special circumstances also had influence in some cases: "I became a widow and was sold on the idea." "[I first seriously considered consulting] when my overseas library position did not materialize as quickly as I thought it ought to--then it came three days after I accepted my position with the state library agency." A few disclaimed ever considering doing library consulting: "I never thought about it--it just seemed to happen." "I haven't yet! My work in consulting is part-time--my major work is editorial."

## Awareness of Consulting

When asked if they had been aware of professional positions in the area of library consulting at the time they received their library science degrees, only slightly more than half (54 percent) of the consultants answered yes; 42 percent were not aware of such positions, and 4 percent did not respond to this question. For some reason, a considerably larger proportion of the women consultants than the men were aware of consulting positions when they received their library science degrees--57 percent, compared to 47 percent.

Of those who did realize such positions existed, 22 percent had no opinion at the time they received their library science degree concerning the attractiveness of such positions as jobs generally. Nearly all the rest had felt that these jobs were attractive (40 percent) or highly attractive (21 percent). Some 14 percent did not respond to this question and only 2 percent had viewed the jobs as unattractive. Even fewer had had an opinion when they graduated from library school about the attractiveness of consulting as a job for themselves than had a general opinion regarding it. Nearly 40 percent had no opinion at all. Only one consultant had thought consulting "unattractive" as a job for himself, and one had considered it "highly unattractive," while 33 percent had felt such positions were "attractive," and 20 percent thought them "highly attractive."

## Influences on Choice of Consulting

When asked "What, if any, individuals influenced your decision to become a library consultant?" most respondents named state library agency personnel--state librarians (named by 40 percent of the consultants), assistant state librarians (8 percent), extension agency heads (20 percent), and state library consultants (23 percent). Public librarians were mentioned by only 12 percent of the consultants; library school teachers and advisors by 9 percent. Miscellaneous answers or those which did not specify the relationship of the person named to the consultant were given by 14 percent of the consultants.

Apparently, the principal influence exerted by the state librarian was, in most cases, simply in offering the prospective consultant a job he wasn't looking for and following through and "pestering" the prospect until he began to think seriously about doing consulting. The comments of the consultants both here and in the answers to the question concerning the one factor which had the greatest influence on their decision to become consultants indicate that the salesmanship of the state librarians should not be underestimated. The assistant state librarians and heads of extension agencies also seem to function chiefly as salesmen after a job offer has been made by the state library agency.

The consultant staff, on the other hand, although they also talk to prospects in the course of the agency's recruiting activities and serve as salesmen for the jobs and the agency, seem more often to have influenced the prospects through contacts with them in the field, through the example they set as they work at consulting throughout the state, and occasionally through recommending to the state librarian a promising prospect encountered in their travels about the state.

As for the particular people who have influenced consultants to choose their jobs, few operate outside their own particular state. They are selling their state's library agency, their state's library development program, and not consulting per se. The success of several of the state librarians in employing relatively large staffs seems to be due largely to their own personal warmth and dynamism with regard to their state's program of library development. There are, however, a few people whose influence has extended beyond the borders of a single state and who have been influential in bringing a number of librarians into consulting. The consultant's responses indicate that Faith B. Stoughton, Consultant, Ohio State Library; Carma Leigh, Librarian, California State Library; and Gretchen Schenk, Summerdale, Alabama, belong in this group.

In listing factors other than the influence of individuals which affected their choice of consulting jobs, 169 consultants gave various answers. Most prominent among them was the location of the job, mentioned by 42 percent of the consultants, but the number of people mentioning location as a factor may have been enhanced by the fact that it was given as an example of the kind of answer which would be appropriate. The question read, "What other factors (e.g., publicity, location of job, desirable aspects of consulting work itself) influenced your choice of a consulting job?" The other two suggestions, however, were not mentioned to any great extent, and many of those who gave location as an influence mentioned also extenuating circumstances, such as the care of elderly parents, which made location an important factor to them. Consequently, in spite of the power of suggestion, it seems reasonable to assume that location was a primary consideration in their choice of jobs.

Next most often mentioned as an influence was the opportunity to be of service, to promote library development, mentioned by 24 percent. The challenge of the job influenced 20 percent, while 14 percent were persuaded to become consultants at least partly because of the serious need for a consultant in the state or area, and another 14 percent by their belief in the state agency's program of library development and in the importance of libraries generally. Mentioned as influences by 13 percent were circumstances already noted in the discussion of their first serious consideration of consulting: they were offered consultant jobs when they hadn't sought them but were ready for a change, or the consulting function was added to the state library position they already held, or return to the state agency was stipulated by a scholarship they accepted, or in a few cases contacts with the state library and its consultants while employed in another department or in a public library out in the state had aroused their interest and started them thinking about consulting.

Of the 12 percent of the consultants mentioning "desirable aspects of consulting work" as a factor, many used the words suggested by the questionnaire, but some other general answers, such as "the kind of activity involved in the work of a consultant attracted me most," were also counted in this category. For another 12 percent the variety of the work they would do was important to their decision. Nearly as many found some of the special circumstances involved in consultant work particularly attractive, with most of these mentioning that the idea of travel was appealing to them and a few suggesting that the flexibility of their schedule was well adapted to combining work and homemaking. A number of other factors were mentioned by fewer consultants, and the percentages of consultants mentioning each are summarized in Table 17.

TABLE 17

INFLUENCES ON DECISION TO BECOME CONSULTANT
(N=169)

| Influence Mentioned | Percent of Consultants* |
|---|---|
| Location of job | 42 |
| Opportunity to be of service, to promote library development | 24 |
| Challenge of job | 20 |
| Belief in agency's program of library development | 14 |
| Need for consultant in the state or area | 14 |
| Circumstance (availability of job, necessity, contacts) | 13 |
| Variety in and scope of the work | 12 |
| Desirable aspects of consulting work | 12 |
| Attractiveness of special circumstances of job | 11 |
| Opportunity to meet and work with civic leaders, government officials, other professionals | 9 |
| Opportunities to put long experience, special knowledge and/or ideas to work | 9 |
| Opportunity for professional advancement | 8 |
| Offered good salary | 8 |
| Admiration and respect for prospective associates in state agency | 5 |
| Relative independence of position (with prestige and authority involved) | 5 |
| Wanted the experience, the opportunity to get an overall view of libraries in the state | 3 |
| Other | 8 |

*Since up to three answers per consultant were tabulated, percents total more than 100.

When consultants were asked, "What one factor had the greatest influence on your choice?", the distribution of their answers was considerably different. The location assumed considerably less importance and circumstance much greater importance. Since nearly one-fourth of all the consultants gave answers which fell into this category, a further breakdown may be of some interest. Included here were six consultants whose choice of consulting was mostly influenced by the fact that such work was a condition of the scholarship they accepted; they chose to accept a scholarship with such conditions rather than choosing consulting directly. Another six had even less of a choice--the consulting function was simply added to the other duties of positions they already held. Eighteen were offered consultant jobs even though they had not sought them and at a time when they were ready for a change in position. The other eleven were influenced chiefly by incidental contacts with consultants or with the work of the state library extension agency.

The distribution of the various factors mentioned by consultants as having the greatest influence on their decision to become consultants is shown in Table 18.

TABLE 18

GREATEST INFLUENCE ON DECISION TO BECOME CONSULTANT
(N=170)

| Influences Mentioned | Percent of Consultants |
|---|---|
| Circumstance (availability of job, necessity, contacts) | 24 |
| Opportunity to be of service, to promote library development | 14 |
| Challenge of job | 10 |
| Location of job | 10 |
| Variety in and scope of the work | 6 |
| Need for consultant in the state or area | 6 |
| Opportunity for professional advancement | 5 |
| Offered good salary | 4 |
| Desirable aspects of consulting work | 4 |
| Admiration and respect for prospective associates in state agency | 4 |
| Other | 13* |

*No single reason accounted for as much as 2.5 percent of this category.

## Reasons for Taking Present Position

Consultants were asked a similar question about their one or two main reasons for taking their present jobs, on the assumption that their consideration of and interest in consulting *per se* was separate from their consideration of a particular job in a particular agency. Such, however, was not usually the case, and many consultants in their answers merely referred from this question back to earlier ones concerning their reasons for becoming consultants; others pointed out that they felt this question was redundant. The reasons which they gave differed very little from those influencing them to become consultants except that a number (16 percent) mentioned a factor which had not previously appeared. They listed one of the main reasons for taking their present positions as the fact that their chief professional interest was in the area of public library development or consulting type of work or in government work. Other reasons given occasionally received a somewhat different emphasis than appeared in answers to earlier questions. Here, for example, they mentioned not only their admiration for the people they would work with in the state agency, but also the encouragement given them by their prospective associates to join the staff, as one of the main influences on their decision. The great diversity in the "other" reasons is also interesting to note, as are some of the specific reasons:

> I was crazy, or at least foolhardy.
>
> . . .
>
> My college advisor recommended the position--for a two year trial run. Sometimes I think he wanted a "man" in the state agency office.
>
> . . .
>
> Because I never learned to say "NO" and make it stick.
>
> . . .
>
> State civil service offered job protection against discrimination.

## Encouraging Entrance into Consulting

Even with all their reasons for going into consulting, however, the state library consultants could see many measures which might be taken to make consulting more attractive to other librarians. Their recommendations are often for the solution of the same problems which the state librarians mentioned as difficulties in recruiting (see pp. 63-64). That the opinions of the state librarians and the consultants agree so closely makes it clear that the administrators are in touch with the difficulties their consultant staffs face. This awareness should make it easier for them to correct certain situations and to know what aspects to emphasize in their recruiting campaigns and general publicity. The importance of such publicity was the most stressed of any single recommendation given by the consultants for encouraging librarians to become consultants; 65 consultants suggested that much more publicity about the state library agency and its work is needed, and it needs to be better executed than that now available. Six more made a related recommendation, that professional recognition of the importance of consulting and its effect on librarianship must be achieved. Many of the other suggestions made are also concerned either directly or indirectly, with developing an awareness of consulting.

One of the most interesting, and possibly also one of the soundest, recommendations made for encouraging entrance into consulting was that state agencies require sound experience in the librarians they hire as consultants, suggested by twelve consultants. Related to this was the suggestion by eleven consultants that personal recruiting by the agency head would be effective and that he should make every effort to contact and convince qualified persons. It is no secret that a well-qualified staff is likely to attract similarly qualified persons to its ranks. Several consultants also recommended that the state agency "employ more consultants," evidently with the idea that distribution of the work load among more consultants would in itself make the jobs more attractive.

The recommendation made by the second highest number of consultants, however, was of a somewhat different order--55 suggested that the state agency should increase salaries, increase fringe benefits, and increase the opportunities for advancement. Most of the other recommendations of measures to be taken by the agencies were concerned with providing training opportunities, and the suggestions of the kinds of opportunities which might be offered varied considerably. Ten consultants suggested that they offer one-year trainee programs for recent library school graduates or provide summer employment opportunities for college graduates. Three recommended that they make tuition grants and time off to study available to personnel employed as consultants. Another ten suggested offering scholarships to promising college graduates or librarians which would combine internships in the state library with library school study.

The suggestion made by nine consultants that workshops and week-long institutes be offered for the consideration of library problems in depth is applicable to both the state library agencies and library schools. But numerous specific suggestions were offered by the consultants about what the library schools alone could do to encourage librarians to enter consulting, both in the area of increasing their students' awareness of the possibilities in the field and in better preparing them for it. Most often mentioned was the possibility of having a course in "State Librarianship" which would treat consulting along with other aspects of state level operations in library development; 24 consultants made this recommendation. Consultants also felt that the library schools might well have consultants visit and lecture (suggested by 19) that students be allowed to see consulting first-hand through field visits to state libraries and through accompanying consultants on field trips (suggested by eight consultants), and that counseling could be improved by giving students more information about the various kinds of work available to them as librarians, including consulting, and the courses which would best prepare them for the various specialties (mentioned by eight). In other cases, consultants offered specific suggestions concerning the content of the library school program: ten recommended that existing courses in administration, larger units, and related areas be improved and expanded and that they put special emphasis on current trends in libraries; 13 felt that students should be acquainted with the scope and challenge of consulting work in the introductory survey courses in librarianship; eight recommended more practical, less theoretical courses. Half a dozen consultants also emphasized the placement function of the library schools, recommending that they maintain contact with graduates who showed aptitude for consulting work and refer them to positions open.

The effectiveness of these measures would no doubt vary greatly, but the seriousness of the problem demands that something be done not only to attract more librarians into consulting but to make the best possible consultants of those who are attracted to this profession within a profession. And perhaps there is one all-important measure which should be taken not in place of but in addition to and before those suggested by the consultants, and that is a change in attitude toward the position of consulting itself within the profession, the recognition of consulting as a specialty which requires not only particular personal attributes but also knowledge of special techniques and their use. The prevailing attitude, even among the state library consultants themselves and on the part of the agencies for which they work, seems to preclude such recognition.

## V. CONCLUSIONS AND RECOMMENDATIONS

The study reported here describes state library consultants in terms of their personal characteristics, their reasons for becoming consultants, their preparation for their jobs, their duties, and their attitudes toward their jobs. The study is essentially exploratory, aimed at providing basic information to serve as guidelines for recruiting and training future consultants and at making possible some refinement of techniques and discovering some relationships which might be systematically studied through further research. This chapter will summarize the principal findings provided by that information, discuss the implications of these findings for the state library agencies and the graduate library schools, and suggest some possible further research.

### Summary of Major Findings

The interest of the state librarians and state library consultants in the problems investigated by the survey was indicated by their cooperation in responding to the questionnaires. Lists of consultants were provided by every one of the 50 states, and all but one of the state librarians responded to the "Administrators' Questionnaire" addressed to him. Of the 242 "consultants" to whom questionnaires were mailed, 216 replied in one way or another, and 181 of these replies were useful in the analysis.

Although most of the consultants were working out of the state library agency as headquarters, were devoting nearly all of their time to consulting activities, and were responsible for these activities in any part of the state to which they might be called, some were in the top administrative posts in the state agency but were still devoting 25 percent or more of their time to consulting activities, while others worked in a limited region of the state, used a regional library as their headquarters, and sometimes administered the regional library. A number of those whose replies could not be used were in regional type consultant positions and reported that, although their positions had been intended as at least part-time consultant positions, the duties of administering the regional library had usurped whatever time might have been given to the consulting function.

Women outnumber the men three to one and are generally older than the men. The mean age of all consultants was 45 years, of the women 47 years, and of the men 40 years. Nearly two-thirds of the consultants are working in the same geographic region of the country as that in which they were born. When they entered college, only 17 percent had planned careers in librarianship. When they received their bachelor's degrees, still only 40 percent had decided to go into librarianship. When they received their first professional degrees in librarianship, from one to more than 20 years later, most still were not contemplating doing consulting, if indeed they realized that such opportunities existed.

Only slightly more than half of the consultants were aware of professional positions in the area of library consulting when they finished library school. Most had not seriously considered doing library consulting themselves while they were in library school. In fact, their answers indicate that such consideration of consulting, if it came at all, came more or less by accident--that is, when they were offered a consulting job, when they accepted a scholarship with conditions, when the consulting function was added to other responsibilities of their positions in the state library agency. Such factors as these influenced not only their first serious consideration of library consulting, but for nearly 25 percent of the consultants were the chief reasons for their decisions to become consultants. Only three other factors were mentioned by as many as ten percent of the consultants as having the greatest influence on their decision: the opportunity to be of service, the challenge of the job, and the location of the job.

Throughout their discussion of the influences which led them into consulting, as well as in other parts of the questionnaire, it was obvious that the present consultants did not regard consulting itself as a specialty within librarianship. Rather their whole consideration of consulting was in terms of the particular job offered them and its merits as compared to other library jobs. This was especially obvious in that the reasons they gave for taking their present positions were in most respects identical to those they gave for going into consulting.

This lack of concern for consulting as a specialty was obvious, too, in the lack of any special training reported by consultants. Their formal education was fairly uniform, with nearly all having earned bachelor's degrees (with the majority majoring in the humanities) and 85 percent having earned first professional degrees--either the fifth-year BLS or master's. For most, formal education was terminated with the first professional degree although some who had the BLS went on to earn master's degrees in librarianship and a few had master's degrees in other subject areas. Few had taken any course work beyond their highest earned degree, and none had earned degrees higher than the master's.

Professional library experience, on the other hand, was much less uniform. A number of consultants had none at all, and several had more than 20 years. Consultants came to their jobs from all kinds of libraries and some positions in fields other than librarianship. Despite this diversity in the experiential preparation of consultants and the general lack of specialized preparation, few opportunities for continuing education are made available to consultants either by the state library agencies or by the library schools.

The consultants' jobs involve advising various kinds of libraries and library groups, but primarily public libraries. They involve specialization in subject area or geographical area only to a very limited degree. More than half of the consultants make less than $8,000 a year. Much of the work which they do might be described as serving as administrative assistants to the public librarians of a state. As such, consultants give advice on legal and financial questions pertaining to libraries and on building and remodeling libraries. They not only give advice, but often take action and personally provide the professional manpower needed in such areas as book selection, cataloging and weeding collections, administering libraries which are temporarily without librarians, and starting library systems. They work to build and maintain good public relations for libraries throughout the state. They plan and conduct conferences and training programs of various kinds for librarians around the state. And, occasionally, they conduct surveys on which they base their advice to librarians.

The kind of help which consultants most often give is in weeding collections. Here it is especially evident that the consultants are acting as surrogates for administrators, rather than fulfilling the role of consultant by analyzing the situation and advising local library personnel what to do about it. In this and in most of their other activities, the "consultants" are doing, not consulting. Yet, in spite of this apparent discrepancy between their ostensible and actual functions, the advisory role was most often mentioned by the consultants as one of their three most important functions. Nearly as many mentioned their public relations work. Administrative duties, particularly planning for statewide library development, were also often mentioned. Considerably less attention was accorded the teaching and leadership functions.

Nearly all of the consultants described their present attitude toward their jobs as "satisfied" or "very satisfied."

The particular satisfactions they derive from consulting were generally closely related to the kind of work they are doing and their psychological responses to it, chiefly in seeing the tangible results of their counseling, being in a position to take an active role in library development, and in meeting and working with public officials and professionals of various kinds. Dissatisfactions, on the other hand, were more often connected with matters which interfered in their getting work done rather than with aspects of the work itself. Most often mentioned were the lack of enough time to do all that is needed, the indifference and even resistance library development meets from the public and sometimes from librarians, and the physical hardships it is necessary to endure in order to accomplish the work.

## Conclusions

The data and the tenor of the responses do seem to justify certain conclusions about the nature of the state library agency consulting operations and the consultants in 1964:

Decision to enter consulting.--The consultants came late to librarianship and even later to consulting work. Moreover, they came to consulting more or less by accident.

Appropriateness of preparation.--Since they considered consulting late, often some time after completing their formal education, consultants generally lack special preparation for consulting work. Indeed there is some reason to believe that their formal education was in many ways inappropriate for the special work they later chose; while courses in the social sciences were most often mentioned by consultants as helpful in their work, most of them had majored in the humanities. Neither had consultants had any special training in consulting methods.

Level of work.--Because of a combination of factors, including their general lack of specialized preparation for consulting work, relatively little of the work done by state library consultants is actually consulting. Rather than analyzing problems and suggesting solutions, rather than giving well-considered advice about how things should be done, they are simply doing them. Although this may be the surest way to accomplish immediate goals, especially when working with untrained personnel in local libraries, it does not effect any real change in the present stage of library development and renders the local libraries increasingly dependent on the state library for help in technical matters, rather than teaching them to help themselves in these relatively simple routines and relieving consultants for work on a somewhat higher plane.

Need for publicity.--All of the foregoing points to the need for a greater professional awareness of the importance of consulting generally and of what state library consultants can do for public libraries so that librarians may consider the possibility of doing consulting work somewhat earlier in their careers, at least before they are invited to apply for a position; so that if they were interested in doing consulting, they might prepare themselves for the work by participating in the training programs engendered by greater professional awareness; and so that, if they were not interested in doing consulting themselves, they might know that help with certain kinds of problems could be obtained from the state library and could call on the consultant services when the need arose.

## Implications for the State Library Agencies

It is difficult to define the most important step for the state library agencies to take in order to alleviate the recruiting and training problems they face with respect to their consultant services because the problems, and their solutions, are so interrelated. There are, however, four areas of responsibility of the first importance: (1) salaries, (2) definition of job responsibilities, (3) training, and (4) publicity.

Certainly one of the chief needs is for higher salaries--salaries which would make these difficult jobs attractive to librarians with the backgrounds and special competencies necessary to fill the positions well. The state librarians apparently recognize this need since their comments on the difficulties of recruiting almost unanimously state that salaries are insufficient to attract qualified librarians away from more lucrative library positions. Consultants, too, felt that raising salaries would be one of the most effective measures which might be used both to attract librarians to consulting and to retain good consultants in their positions.

The state library agencies also have a responsibility to clarify their goals and define the functions of consultants in terms of those goals (a somewhat uncommon practice if the statements of most important functions given by consultants are any indication, since even consultants in the same state gave widely varying answers), and above all to state those functions in terms indicative of the way in which the consultant should go about his work, that is, advising and teaching, not doing the work of and making the decisions for local librarians. It is only by raising the level of the work done by consultants that higher salaries can be fully justified and that the caliber of librarian desired for consultant positions can be attracted to them. More importantly, it is only by this means that public library development itself can be advanced in any real measure; only by equipping local librarians to be independent of the state library in relatively simple technical matters can the state library agencies begin to do the important and demanding work of planning for and promoting statewide library development, of advising libraries about the necessary steps to comply with regulations concerning federal and state aid, of analyzing regional situations and suggesting long-range solutions to problems. As systems continue to develop and more and more of them employ consultants of their own in various specialties, the consultant services of the state library agencies must function to coordinate such activities on a statewide basis and offer advice to systems consultants.

If present and future consultants are to meet the expectations made of them in such positions, they must be better prepared for their jobs, and the state library agency has a responsibility not only to hire the best possible candidates for consultant jobs but also to see to it that appropriate preparation for this important specialty is made available to them. They should make every effort to cooperate with library schools to provide post-master's training programs. They should assist the library schools in the development of such programs and then, once they are available, should make it financially and procedurally possible for their consultants to take advantage of them.

Unless the profession is made aware of these innovations, however, little will be achieved. Unless local public librarians are aware of the services the state library agency is capable of providing, they will continue to ask for services only in areas in which they are willing to abrogate their own responsibilities, as in weeding the collections. Unless librarians generally are aware of the opportunities in consulting work, and the attractiveness of such positions, few will aspire to it. The state library agencies, therefore, have a responsibility to demand professional recognition of this specialty by publicizing what they are doing more effectively than has been done in the past.

## Implications for the Library Schools

Some of the responsibility for creating a greater professional awareness of what the state library agencies are doing lies with the graduate library schools. No professional agency has a greater responsibility to be aware of what is going on in the profession and for guiding future librarians into that niche which best suits their abilities. The overriding need, however, is for the library schools to develop post-master's training programs for consultants--not programs with subject matter suited specifically to consultants working out of the state library agencies or even to public library consultants, but advanced programs which allow the present or prospective consultant to develop his own specialty in depth at the same time that he is developing knowledge of and skill in the techniques useful in consulting work, a broad understanding of current administrative theory, and as much knowledge as possible about the kind of libraries with which he expects to deal.

Such programs should preferably lead to a degree, such as the specialists' degree commonly used in education for sixth-year programs of some depth in a particular area, and would probably require completion of a field project in the nature of a consulting internship or some survey research work. They should allow considerable freedom to take courses outside the library school, since many of those courses suggested by state librarians and consultants as desirable were in other fields, and these might well be accompanied by seminar discussions of applications to librarianship. These programs, if effectively designed and well attended, should be their own best advertisement, at least in the long run, but there should be no lack of well-placed and attractive publicity when they are introduced.

## Suggested Further Research

The description of the consultants' jobs has, in many respects, only been begun here because of the limitations of the methods of the survey. Since, as has already been pointed out, most states do not have departmental staff manuals, formal job descriptions for state library consultants with any degree of specificity about their duties seldom exist and so are not summarized in this report. Further information about what the jobs consist of might well be obtained through interviews with the consultants and their supervisors and through observation.

The information obtained through the exploratory questions used here may make it possible to design somewhat more delicate instruments for use in both questionnaire and interview studies. This is especially true in the realm of opinions and attitudes, where most of the questions were of the open-ended type. The use of this kind of question, where no possible answers are suggested to the respondent, clearly places a burden on the respondent to think of all the possibilities and to word his answer carefully so that no misinterpretation is possible. Probably neither of these expectations is ordinarily fulfilled. It also places a burden on the investigator to synthesize accurate classifications for the information obtained so that it can be analyzed. However, if the information obtained through the open-ended questions used here can be incorporated in future studies, questions might be more carefully and completely structured to obtain reliable information about attitudes. The many nuances in the consultants' responses to questions about their functions, satisfactions, and dissatisfactions might profitably be examined by means of semantic differentials.

There is, of course, another reason that description of the consultants and their jobs can only be begun here, and that is the state of flux in which these positions now exist. Development and expansion of consultant services in the state library agencies has been rapid since passage of the Library Services Act in 1956, and no end of this development is presently in sight. For this reason, certain aspects of consultants and consulting would bear continued study. The positions are still changing and presumably so are the consultants' attitudes toward them.

The consultants, too, are changing. Although some have been in state agency work for many years and will likely remain there until retirement, that time will be reached by a considerable portion within the next 15 years. Other consultants will likely move on to other library positions since their commitment to consulting is left in some doubt; those who gave as one of their chief reasons for becoming a consultant "it would be a good opportunity to look around and see where in the broad field of librarianship I would best fit" and those who were concerned about the lack of opportunities for advancement in consulting positions seem most likely to leave for other library posts. Not only would it be of some interest to collect and compare data on the preparation, recruitment, and attitudes of the consultants who will take their places with those presently surveyed, but a study of the reasons for consultants leaving their positions might provide further insights into measures which could be taken to retain good consultants.

All of this concern about consultants should logically, it seems, be aimed at increasing their effectiveness. One of the assumptions made at the inception of this study as well as in the conclusions is that formal education, as well as other kinds of training, does make a contribution to effectiveness. It may be that the use of certain methods in consulting contributes to greater effectiveness. This suggests that training vs. effectiveness might profitably be studied from two directions. The actual methods used by consultants in the field might be observed and analyzed in terms of their effectiveness, and any special training programs which are designed for consultants should be followed by an evaluative study. Any measure of the effectiveness of consultants in encouraging library development would, of course, be difficult to devise since it would have to take into account not only actual, visible changes effected through the consultant's work but also changes in the attitude of the consultee, both within the framework of the state library agency's goals. Methods which do prove to be most effective should, of course, be incorporated into the training programs. Two other aspects of the present state library consultant services also deserve study in terms of their relative effectiveness, namely the use of regional and headquarters consultants and the use of specialists versus generalists.

It is also possible that, in a profession that seems to be making more and more use of consultants, there is a need for a study which would go beyond consideration of the uses made of them by state library agencies to include library consultants of all types and assess the applicability of various methods to various types of consulting operations. Any research done in the general area of consulting should have the important side effect of drawing attention to the problems of consultants and of encouraging and solidifying thought about their aims and possible achievements. The underlying philosophy which such thought represents, and the consultant's commitment to a coherent philosophy applicable to his work, may make a greater contribution to his effectiveness than any other personal attribute or even the best knowledge of the techniques of consulting.

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# APPENDIX I

## REPRINTS OF QUESTIONNAIRES

LIBRARY RESEARCH CENTER
428 Library

## STATE LIBRARY CONSULTANTS: A SURVEY OF THEIR BACKGROUNDS, DUTIES, AND TRAINING NEEDS

### Administrator's Questionnaire

Your response to this questionnaire will be treated confidentially. If the space allowed for your comments is insufficient, please feel free to attach additional sheets.

### I. STAFFING

A. Do you now have vacancies on your staff of consultants?
___Yes ___No

If YES, how many positions are now vacant (in full-time equivalents?) ____

B. Would you say that you have found the filling of recent vacancies ( )Very easy ( )Easy ( )Indifferent ( )Difficult ( )Very difficult

C. Any comments you may wish to make on the staffing of library consultant operations and the factors to which you attribute successes or difficulties in filling positions or, more generally, attracting people into consulting will be welcomed.

### II. TRAINING

A. Are any in-service training programs made available to your consultant staff (for example, within your own agency, through cooperative programs with other state agencies which utilize consultants, or through academic institutions in your area). ___Yes ___No

If YES, please describe.

B. In what specific areas do you, as an administrator, feel that further training would increase the effectiveness of your consultant staff?

C. What kind of preparation would you recommend as ideal for the prospective consultant?

Library Research Center
428 Library
University of Illinois
Urbana, Illinois 61803

## State Library Consultants

## A Survey of Their Backgrounds, Duties, and Training Needs

## Consultant's Questionnaire

The classified sections in professional library journals, as well as the comments of state librarians, testify to the difficulties of obtaining and retaining able consultants in state library agencies. Information is urgently needed which will be helpful in recruiting and training additional consultants who will be instrumental in implementing state-wide library programs, especially since passage of the Library Services and Construction Act has lent financial impetus to such programs.

This questionnaire has been designed to find out how you came to enter library consulting, the nature of your background and training, your present responsibilities, and your attitudes toward library consulting. It is being sent to personnel in the employ of state library agencies who devote at least one quarter of their time to consulting. This nation-wide study of state library consultants is being conducted by the Library Research Center, Graduate School of Library Science, University of Illinois, under a grant of Library Services Act funds made cooperatively by the following midwestern state library agencies: Illinois State Library, Indiana State Library, Missouri State Library, and Wisconsin Free Library Commission.

Since the group of library consultants is small, we urge you to reply as faithfully and accurately as you possibly can to help us obtain a better picture of state library consultants throughout the nation. Your responses to this questionnaire will be treated confidentially and will be seen by no one but the research staff of the Library Research Center. Please return the completed form by February 17, 1965, in the enclosed envelope.

We sincerely appreciate your giving us your time to help with this study.

## I. Choice of Career (1-6)

**A** What was your career goal at each of the following points in your life? (Please specify, if possible, your precise goal, e.g., "teaching high school math," "chemical research," etc.)

When you entered college________________ (7)

When you received your bachelor's degree (or equivalent)________________ (8)

When you received your library science degree________________ (9)

**B** When did you first think seriously about doing library consulting? Please check below.

____1 before entering college

____2 during undergraduate study

____3 between college and graduate school

____4 during fifth year study in library school

____5 during other graduate study

____6 after receiving highest degree

____7 other (please specify)________________

________________ (10)

**C** At the time that you received your library science degree, were you aware that professional positions existed in the area of library consulting? Yes____1 No____2 (11)

If YES, how did you regard library consulting at that time? Please check the appropriate space in each column below.

| | As a job for yourself | As a job generally speaking |
|---|---|---|
| Highly attractive | ____1 | ____1 |
| Attractive | ____2 | ____2 |
| Had no opinion | ____3 | ____3 |
| Unattractive | ____4 | ____4 |
| Highly unattractive | ____5 | ____5 |
| | (12) | (13) |

**D1** What, if any, individuals influenced your decision to become a library consultant? Whenever possible, give the names of the individuals. Please specify the position they held or their relationship to you.________________

________________ (14)

________________ (15)

________________ (16)

________________

________________

**D2** What other factors (e.g., publicity, location of the job, desirable aspects of consulting work itself) influence your choice of a consulting job?________________

________________ (17)

________________ (18)

________________ (19)

________________ (20)

________________ (21)

________________ (22)

________________

**D3** What *one* factor had the *greatest* influence on your choice?________________ (23)

________________ (24)

________________

________________

## II. Preparation for Career

**A** Please complete the following table, listing all colleges attended. If no degree was conferred, write "none" in the appropriate space.

| | Name and Location of College or University | Major Field | Years Attended | Degree and Year Conferred | |
|---|---|---|---|---|---|
| Baccalaureate study | | | | | (25)<br>(26)<br>(27)<br>(28)<br>(29)<br>(30)<br>(31) |
| Graduate study | | | | | (32)<br>(33)<br>(34)<br>(35)<br>(36)<br>(37) |
| Advanced study not aimed at degree | | | | | |

**B1** Have you held a full-time job in an occupational field other than librarianship since you graduated from college?

Yes____$^{1}$ No____$^{2}$ (38)

If YES, please specify areas.________________________________ (39) (40)

**B2** Give a descriptive title of your first full-time job after receiving your first library degree.________________________________ (41)

**B3** Give a descriptive title of the last full-time position you held before joining the staff of your present employer.________________________________ (42)

**B4** How many years before joining the state library agency were you employed as a professional librarian?________ (43) (44)

How many years, including the present one, have you been on the full-time staff of *any* state library agency?________ (45)

How many of these were spent at your present institution?________ (46)

How many of these were spent in your present position?________ (47)

**C1** While an undergraduate or graduate student in a subject area other than librarianship, did you take any courses which are particularly helpful in consulting? Yes____$^1$ No____$^2$ (48)

If YES, what were they?____________________

**C2** While in library school, did you take any courses which you feel are particularly helpful to you as a consultant? Yes____$^1$ No____$^2$ (49)

If YES, what were they?____________________

**C3** Please list any courses which you did not take but now wish had been included in your program, either as an undergraduate or graduate student, because of their potential usefulness to you as a consultant.____________________

**C4** Have you taken any special courses at undergraduate or graduate level since becoming a consultant which have been particularly helpful in your work? Yes____$^1$ No____$^2$ (50)

If YES, what were they?____________________

**C5** Have you participated in any workshops or other informal educational experiences which you have found particularly helpful in your work? Yes____$^1$ No____$^2$ (51)

If YES, please describe three of the most helpful.____________________

**C6** Have you had previous job experiences which contributed appreciably to your competence as a consultant? Yes____$^1$ No____$^2$ (52)

If YES, please describe.____________________

**C7** Have any of your associates or other personal contacts been particularly helpful to you in your work? Yes____$^1$ No____$^2$ (53)

If YES, please indicate their relationship to you and describe the way in which they have helped.____________________

**C8** Did you read any books and articles during the past year which had an impact on your work or on your thinking regarding it? Yes____$^1$ No____$^2$ (54)

If YES, please list.____________________

## III. Present Position

**A** Please give the official title of your present position.____________________ (55) (56)

**B** List below the one or two main reasons that you took your present position.

1. ____________________ (57) (58)
2. ____________________ (59) (60)

**C** Please list below what you believe to be the three most important functions of a state library consultant.

1. ____________________ (61) (62)
2. ____________________ (63) (64)
3. ____________________ (65) (66)

**D1** What percentage of your *total professional activities* in the past year would you estimate was devoted to each of the following functions?

1. _____% Advising those interested enough to make a personal visit to the agency. (67) (68)
2. _____% Advisory work by correspondence. (69) (70)
3. _____% Making field visits (including travel involved). (71) (72)
4. _____% Developing printed aids (manuals, guides, and lists). (73) (74)
5. _____% Conducting workshops and other meetings for inservice training purposes. (75) (76)
6. _____% Conducting local surveys, with recommendations for action based on findings. (77) (78)
7. _____% Directing short-term local demonstrations of library services. (79) (80)
8. _____% Teaching in colleges and universities. (81) (82)
9. _____% Other services (please specify)____________________ (83)

100% ____________________ (84)

**D2** To which of the above activities would you prefer to give:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| More time [circle the number(s)] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | (85) |
| *Less time* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | (86) |
| No change desired | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | (87) |

**E1** Which of the following groups do you, as a consultant, advise? Please check below.

1. _____ local public libraries (88)
2. _____ public library trustees (89)
3. _____ correctional, custodial, and penal institution libraries (90)
4. _____ local school libraries (91)
5. _____ business and other special libraries (92)
6. _____ college libraries (93)
7. _____ other (please specify)____________________ (94)

**E2** Please circle the number of the group to which you devote most of your time. (95)

**F** Do you, as a consultant, specialize in the problems of any particular area of librarianship? Yes_____¹ No_____² (96)

If YES, please specify the area(s).____________________ (97) (98)

**G1** If field work is part of your job, how many days did you spend in the field in the last year?____________________ (99) (100) (101)

**G2** What is your estimate of the average length of your visits to individual libraries?____________________ (102)

The range of length?____________________ (103)

**G3** How large is the area for which you have responsibility for consulting activities?________________ square miles. (104)

**H** We are interested in receiving some indication of the nature of the problems with which consultants are asked to deal. Please describe and discuss briefly three of the specific consulting assignments which you undertook during the past year which were fairly typical of your work and at the same time indicate the range in level and type of problem with which you are called on to help.

1. ________________________________________

2. ________________________________________

3. ________________________________________

## IV. Personal Information

**A** Place of birth:____________________ (105)

**B** Date of birth:____________________ (106) (107)

**C** $^{1}$____Male $^{2}$____Female (108)

**D** Marital Status: $^{1}$____Single $^{2}$____Married $^{3}$____Widowed $^{4}$____Separated or Divorced (109)

**E** Annual Salary (full-time basis):

$^{1}$____ under \$4,000 $^{2}$____ \$4,000-5,999 $^{3}$____ \$6,000-7,999 $^{4}$____ \$8,000-9,999 $^{5}$____ \$10,000 and over (110)

**F** Parents' Occupations: (If librarian, specify type) Father____________________ (111)

Mother____________________ (112)

**G** Parents' Schooling: (Highest grade completed) Father____________________ (113)

Mother____________________ (114)

**H** On the basis of the U. S. Census definition of urban ("the urban population comprises all persons living in urbanized areas and in places of 2,500 inhabitants or more outside urbanized areas"), was your background (birth to high school graduation) predominantly $^{1}$______ rural or $^{2}$______urban? (115)

## V. Appraisal of Library Consulting as a Career

**A** What are the two or three chief satisfactions you derive from consulting?

1. ______________________________ (116-118)
2. ______________________________ (119-121)
3. ______________________________ (122-124)

**B** What are your main dissatisfactions with library consulting?

1. ______________________________ (125-127)
2. ______________________________ (128-130)
3. ______________________________ (131-133)

**C** Please check the expression below which best describes your present attitude toward library consulting.

| | | | | | |
|---|---|---|---|---|---|
| ( )$^{1}$ | ( )$^{2}$ | ( )$^{3}$ | ( )$^{4}$ | ( )$^{5}$ | (134) |
| very dissatisfied | dissatisfied | indifferent | satisfied | very satisfied | |

**D** Do you think you would again choose to work in a consulting position if you could remake your decision?

Yes____$^{1}$ No____$^{2}$ Uncertain____$^{3}$ (135)

If NO, what field would you choose?______________________________ (136)

**E** What two or three measures would you recommend that state library agencies and/or library schools take:

**E1** To encourage qualified persons to enter library consulting?

(137)
1. ______________________________ (138)
(139)
2. ______________________________ (140)
(141)
3. ______________________________ (142)

**E2** To retain good consultants on state library agency staffs?

(143)
1. ______________________________ (144)
(145)
2. ______________________________ (146)
(147)
3. ______________________________ (148)

**F1** In what specific areas do you feel further training would increase your effectiveness as a consultant?

______________________________ (149)
(150)
______________________________ (151)

______________________________

______________________________

**F2** What kind of preparation would you recommend as ideal for the prospective consultant?

______________________________ (152)
(153)
______________________________ (154)

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

# APPENDIX II

## GEOGRAPHICAL REGIONS OF THE UNITED STATES

### States Included in Each Region of the U. S.*

1. New England Region
    - Connecticut
    - Maine
    - Massachusetts
    - New Hampshire
    - Rhode Island
    - Vermont
2. Middle Atlantic Region
    - New Jersey
    - New York
    - Pennsylvania
3. E. N. Central Region
    - Illinois
    - Indiana
    - Michigan
    - Ohio
    - Wisconsin
4. W. N. Central Region
    - Iowa
    - Kansas
    - Minnesota
    - Missouri
    - Nebraska
    - North Dakota
    - South Dakota
5. South Atlantic Region
    - Delaware
    - Florida
    - Georgia
    - Maryland
    - North Carolina
    - South Carolina
    - Virginia
    - West Virginia
6. E. S. Central Region
    - Alabama
    - Kentucky
    - Mississippi
    - Tennessee
7. W. S. Central Region
    - Arkansas
    - Louisiana
    - Oklahoma
    - Texas
8. Mountain Region
    - Arizona
    - Colorado
    - Idaho
    - Montana
    - Nevada
    - New Mexico
    - Utah
    - Wyoming
9. Pacific Region
    - Alaska
    - California
    - Hawaii
    - Oregon
    - Washington

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*Source: U. S. Department of Commerce, Bureau of the Census, *Census of Population: 1960*, (Washington, D. C.: U. S. Government Printing Office, 1961).

# APPENDIX III

## REGIONAL DIFFERENCES BETWEEN EXPRESSED SATISFACTIONS AND DISSATISFACTIONS

### CHIEF JOB SATISFACTIONS EXPRESSED BY CONSULTANTS
(N=171)

| Satisfactions Expressed | Percent Consultants, by Region* 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | All Consultants |
|---|---|---|---|---|---|---|---|---|---|---|
| Seeing tangible results of counseling and the gratitude of the counseled | 52 | 45 | 41 | 63 | 63 | 52 | 70 | 63 | 50 | 54 |
| Being in a position to take an active role in library development, to fill a need for professional advice | 57 | 40 | 59 | 46 | 47 | 52 | 60 | 50 | 38 | 50 |
| Meeting and working with trustees, librarians, legislators, other professionals | 39 | 60 | 45 | 50 | 63 | 30 | 50 | 50 | 64 | 49 |
| Variety and challenge of the work | 22 | 15 | 18 | 17 | 16 | 17 | -- | 19 | 29 | 18 |
| Being professionally involved at a level where one sees the "big picture" of library development | 17 | 35 | 9 | 4 | 21 | 4 | 10 | 6 | 21 | 14 |
| Teaching-learning situation | 22 | 20 | 27 | 4 | 5 | 9 | 20 | -- | 21 | 14 |
| Relative independence (can use own ideas) | -- | 35 | 18 | -- | 16 | 13 | -- | -- | -- | 10 |
| Travel | 4 | 5 | 9 | 4 | 5 | -- | -- | 25 | 7 | 6 |
| Drama of introducing services to the unserved | 4 | 10 | -- | 4 | 5 | 13 | 10 | -- | 7 | 6 |
| Other | 9 | 5 | 9 | 17 | -- | 9 | 10 | 25 | -- | 9 |

*Since up to three answers per consultant were tabulated, percents total more than 100.

## CHIEF JOB DISSATISFACTIONS EXPRESSED BY CONSULTANTS
(N=163)

| Dissatisfactions Expressed | Percent Consultants, by Region* | | | | | | | | | All Consultants |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| None | 9 | 10 | -- | -- | 19 | 4 | -- | 13 | 8 | 7 |
| Lack of time to do as much as would like, to follow through on projects | 35 | 30 | 43 | 17 | 56 | 22 | 40 | 40 | 58 | 36 |
| Indifference and resistance from unenlightened public, trustees, and even librarians with no vision, no training | 35 | 10 | 24 | 52 | 38 | 52 | 30 | 27 | 33 | 34 |
| Physical hardships | 4 | 25 | 48 | 48 | 13 | 22 | 50 | 47 | 33 | 31 |
| Inadequate supporting professional and clerical staff | 4 | 20 | 10 | 22 | 24 | 26 | 30 | 20 | 8 | 18 |
| Loss of contact with books and people | 22 | 15 | -- | 9 | 31 | 9 | 20 | 13 | -- | 13 |
| Financial and personnel limitations at the local level | 9 | -- | 5 | 22 | 6 | 17 | 10 | 13 | -- | 11 |
| Inability to see and/or evaluate results of work, slowness of development | 17 | 10 | 14 | 9 | 6 | -- | -- | 7 | 17 | 9 |
| Political pressures, governmental restrictions, paper work at this level | 9 | 35 | 10 | 4 | -- | 9 | 10 | -- | -- | 9 |
| Inadequacy of state agency administration or administrative policy | 9 | 25 | -- | -- | 13 | -- | -- | 7 | 8 | 7 |
| Inadequate operation budget for state agency | 4 | -- | 10 | 4 | -- | 9 | 10 | 20 | -- | 6 |
| Low salary scale and limited opportunity for advancement | -- | 10 | 14 | -- | -- | 4 | 10 | -- | 8 | 5 |
| Lack of authority to require action, blurred lines of responsibility | -- | 5 | 10 | 4 | -- | -- | -- | -- | 25 | 4 |
| Other | 17 | 5 | 24 | 13 | 13 | 13 | -- | 7 | 8 | 12 |

*Since up to three answers per consultant were tabulated, percents total more than 100.

## APPENDIX IV

## HELPFUL COURSES TAKEN AND DESIRED

The following lists of courses are composites of the responses of the state library consultants to the questions indicated at the head of each list, and course titles given here are generally in the words in which they were submitted.

While an undergraduate or graduate student in a subject area other than librarianship, did you take any courses which are particularly helpful in consulting?

| Subject Area | Number of Mentions |
|---|---|
| ADMINISTRATION | |
| Administration | 3 |
| Business Administration | 4 |
| Educational Administration | 3 |
| Management Techniques | 1 |
| Personnel Administration | 5 |
| Public Administration | 4 |
| | 19 |
| THE ARTS | |
| Art | 1 |
| Cinema History and Criticism | 1 |
| Documentary Films | 1 |
| Dramatics | 1 |
| Literature | 13 |
| Music | 4 |
| | 21 |
| BUSINESS AND ECONOMICS | |
| Accounting | 1 |
| Bookkeeping | 1 |
| Business Economics | 1 |
| Business Law | 2 |
| Economics | 7 |
| Labor | 1 |
| | 13 |
| COMMUNICATIONS | |
| Composition | 7 |
| Debate | 3 |
| English | 9 |
| Group Discussion Techniques | 3 |
| Journalism | 13 |
| Language | 3 |
| Newswriting | 1 |
| Methods of Communication | 1 |
| Public Speaking | 13 |
| Speech | 14 |
| Technical Writing | 2 |
| Story Telling | 2 |
| | 71 |

| Subject Area | Number of Mentions |
|---|---|
| EDUCATION | |
| Audio-visual | 4 |
| Adult Education | 1 |
| Education | 12 |
| Educational Psychology | 4 |
| Guidance and Counseling | 4 |
| Reading | 1 |
| School Law | 1 |
| Teaching Methods | 4 |
| Practice Teaching | 1 |
| | 34 |
| SOCIAL SCIENCE | |
| History | |
| American History | 2 |
| American Social History | 1 |
| History | 6 |
| Political Science | |
| American Government | 1 |
| Local Government | 4 |
| Government | 4 |
| Political Science | 14 |
| Law | 1 |
| Psychology | |
| Psychology | 38 |
| Personnel Psychology | 1 |
| Psychology of Human Relations | 1 |
| Sociology | |
| Anthropology | 1 |
| Sociology | 17 |
| Social Problems | 1 |
| Social Research Methods | 2 |
| Rural Sociology | 3 |
| The Community | 1 |
| | 98 |
| PUBLIC RELATIONS | |
| Public Relations | 6 |
| Public Opinion | 1 |
| | 7 |
| STATISTICS | 2 |
| MISCELLANEOUS | |
| Architectural Design | 1 |
| Drafting | 1 |
| Ethics | 2 |
| Geography | 3 |
| Geology | 1 |
| Law | 1 |
| Logic | 1 |
| Mathematics | 1 |
| Research Methods | 2 |
| | 13 |

While in library school, did you take any courses which you feel are particularly helpful to you as a consultant?

| Subject Area | Number of Mentions |
|---|---|
| ADMINISTRATION | |
| Administration | 17 |
| Library Administration | 18 |
| Public Library Administration | 18 |
| Scientific Management and Administration | 1 |
| | 54 |
| BOOK SELECTION | |
| Book Selection | 23 |
| Building Library Collections | 4 |
| Adult Book Selection | 1 |
| Reading Interests of Adults | 2 |
| | 30 |
| LITERATURE AND REFERENCE | |
| Advanced Reference | 3 |
| Audio-visual Materials | 5 |
| Basic Reference | 1 |
| Bibliography | 3 |
| Business and Economic Literature | 1 |
| Children's Literature | 6 |
| Documents | 1 |
| Reference | 24 |
| Subject Bibliographies | 1 |
| Young People's Literature | 2 |
| | 47 |
| READERS' SERVICES | |
| Children's Work | 7 |
| Readers Advisor | 4 |
| School Library Service | 8 |
| Storytelling | 2 |
| Young Adult Services | 4 |
| | 25 |
| TECHNICAL SERVICES | |
| Advanced Cataloging | 2 |
| Basic Cataloging | 1 |
| Classification | 3 |
| Cataloging | 18 |
| Library Organization and Materials | 5 |
| Technical Processes | 1 |
| | 30 |
| MISCELLANEOUS | |
| Adult Education | 2 |
| Buildings | 4 |
| County and Regional Libraries | 7 |
| History of Libraries | 2 |
| History of Public Libraries | 1 |
| Library in Society | 6 |
| Library and Communication | 1 |
| Public Library | 3 |
| Research | 1 |
| | 27 |

Please list any courses which you did not take but now wish had been included in your program, either as an undergraduate or graduate student, because of their potential usefulness to you as a consultant.

| Subject Area | Number of Mentions |
|---|---|
| ADMINISTRATION | |
| Administration | 5 |
| Administration of Local Government | 1 |
| Business Administration | 15 |
| Library Administration | 6 |
| Personnel Administration | 10 |
| Public Administration | 1 |
| Public Library Administration | 14 |
| | 52 |
| THE ARTS | |
| Art Appreciation (Advanced) | 1 |
| Art | 2 |
| Graphic Arts | 1 |
| The Novel | 1 |
| Music Appreciation (Advanced) | 1 |
| World Literature | 1 |
| | 7 |
| BUSINESS AND ECONOMICS | |
| Accounting | 8 |
| Business Education | 1 |
| Business Law | 1 |
| Budgets | 7 |
| Economics | 1 |
| Fiscal Procedures | 1 |
| Finance | 3 |
| Library Finance | 1 |
| LSA or LSCA; State Aid | 1 |
| Municipal Finance | 4 |
| Public Finance | 1 |
| | 29 |
| COMMUNICATIONS | |
| Advertising | 2 |
| Communications | 1 |
| Journalism | 3 |
| Preparation of Analytical Reports | 1 |
| Publicity | 14 |
| Public Speaking | 4 |
| Report Writing | 1 |
| | 26 |

| Subject Area | Number of Mentions |
|---|---|
| EDUCATION | |
| Adult Education | 3 |
| Audio-visual Materials and Techniques | 6 |
| Curriculum Building | 2 |
| Education | 4 |
| Guidance | 1 |
| Teaching Techniques | 4 |
| | 20 |
| LIBRARY SCIENCE | |
| Advanced Classification | 1 |
| Advanced Courses in School Librarianship | 1 |
| Adult Reading Guidance | 3 |
| Automation and Data Processing in Libraries | 3 |
| Book Selection | 1 |
| Cataloging | 1 |
| Children's Literature | 3 |
| Children's Work | 3 |
| County and Regional Libraries | 1 |
| Government Documents | 2 |
| Information Storage and Retrieval | 3 |
| Institution Librarianship | 2 |
| Larger Units | 2 |
| Library Architecture | 4 |
| Library Building Programs | 4 |
| Library Construction | 1 |
| Library Law | 11 |
| Library Science | 1 |
| Present Trends in Library Service | 1 |
| Reference | 2 |
| Science and Technological Literature | 1 |
| State Library Operations | 1 |
| Storytelling | 1 |
| Technical Services | 1 |
| Techniques of Library Surveys | 1 |
| Young Adult Services | 1 |
| | 56 |
| PUBLIC RELATIONS | 13 |
| SOCIAL SCIENCE | |
| History | |
| U. S. History | 2 |
| Political Science | |
| Foreign Affairs | 1 |
| Government | 7 |
| Governmental Relations | 4 |
| Law and Legislative Process | 8 |
| Political Science | 13 |
| Power Structure Analysis | 1 |
| Practical Politics | 2 |

| Subject Area | Number of Mentions |
|---|---|
| Problems of Local Government | 1 |
| Rural and County Government | 1 |
| State and Local Government | 7 |
| Tax Structures | 4 |
| Training in Diplomacy | 1 |
| Psychology | |
| Group Dynamics | 5 |
| Interpersonal Relations | 1 |
| Psychology of Handling Personnel | 1 |
| Psychology | 7 |
| Psychology of Human Behavior | 1 |
| Sociology | |
| Metropolitan Problems | 1 |
| Rural Sociology | 3 |
| Sociology | 9 |
| Urban Complexes | 2 |
| | 82 |
| STATISTICS | 18 |
| MISCELLANEOUS | |
| Applied Arts | 1 |
| Automobile Mechanics | 1 |
| Buildings | 4 |
| Construction | 2 |
| City Management | 2 |
| City Planning | 3 |
| Engineering Drawing | 1 |
| Research Methods | 2 |
| Salesmanship | 2 |
| Secretarial Studies | 2 |
| Speed Reading | 1 |
| Work Simplification | 1 |
| | 22 |